LIBRARY

GOVERNOR DUMMER ACADEMY

Governor Dummer Academy is accredited by the New England Association of Schools and Colleges. It is a member of the National Association of Independent Schools, the Independent School Association of Massachusetts, the Secondary School Admission Test Board, and the Council for Religion in Independent Schools.

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GOVERNOR DUMMER ACADEMY

1989-1990

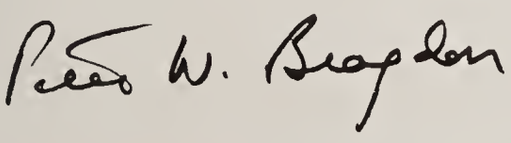
FROM THE HEADMASTER

Since 1763, Governor Dummer Academy has carried out the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. A school which produced significant leaders for the initial stages of American independence educates the young of today for the immense obligations of the future. The school motto, "non sibi sed aliis — not for self but for others", captures this challenge. For centuries a college preparatory school, Governor Dummer Academy assumes the responsibility of teaching students how to think, how to contribute and how to live.

The route through our school includes a basic curriculum uncorrupted by the whims of our time but responsive to its needs; this route includes involvement in the arts and humanities, spirited participation in a competitive athletic program, and opportunities for community service. Perhaps less obvious but equally compelling for our students is the beauty of this New England locale — of salt marshes, beaches, harbors and fishing vessels, old farmhouses, the town of Newburyport and the city of Boston.

At the core of Governor Dummer life is the boarding experience. Deep friendships are developed during time shared in the perennial rebirth of a functioning community. Day students bring further variety, talent and a similar commitment to a vital community; they provide avenues to the neighborhoods surrounding our school.

Come for a visit. Meet our students, teachers and staff. We want to provide any help you need to discover our unique and enduring approach to the critical secondary school years.



Peter W. Bragdon, Headmaster

WELCOME TO
GOVERNOR DUMMER ACADEMY

HISTORY AND ENVIRONMENT

"The school, still occupying the area set aside for it by Governor Dummer, stands on land gently sloping upward from the flatness of the tidal marshes, looking out toward the ocean five miles to the eastward at Plum Island. Of an early morning at sunrise, the view in this direction is one which is remembered with pleasure akin to reverence."

John W. Ragle, Headmaster Emeritus
in *Governor Dummer Academy History*

HISTORY AND ENVIRONMENT

The oldest boarding school in continuous operation in the United States, Governor Dummer Academy was founded in 1763, just north of Boston in Byfield, Massachusetts, under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. In the 18th century alone, the Academy produced some of the nation's earliest leaders in the church, military, education, the law, and government — including the founder of Phillips Academy and 16 members of the first Congresses of the United States. With such strong ties to our nation's beginnings, the Academy, now coeducational and national in its student constituency, continues to see its role as providing society with educated leaders, and concerned citizens. Its chief goal is to encourage in its students self-discipline, confidence based on achievement, fulfillment through sensitivity to the rights of others, personal responsibility, and team work. Underlying this goal is the motto of the Dummer family, passed down and often repeated to GDA students: "*Au vray courage rein impossible* — With true courage, nothing is impossible."

Throughout its more than two centuries of preparing young people for college and for the world beyond, Governor Dummer has focused upon basic study skills and subject areas within a strong Liberal Arts curriculum. As students progress through the school, they are challenged to think, to imagine, to analyze in increasingly more complex ways and in increasingly more demanding courses. Students' academic and social lives, which take shape in historic classroom buildings and actual 18th century colonial homes, are guided by a tradition of intellectual rigor and principled behavior.

Forest, fields, marsh, river — all these elements of the "lands and farms of Newbury," given to Governor William Dummer by his father Jeremiah in 1712 — contribute to an environmental beauty and utility especially Governor Dummer Academy's. The school is linked to the ocean, 5 miles due east, by the Parker and Mill Rivers that fork to embrace the campus. Plum Island and its Wildlife Refuge and beach are a 5-minute drive away. Students and faculty utilize the uniqueness of the marsh and the ocean environment in myriad ways: Biology and Ecology students take field trips to the marsh and beach to explore the flora and fauna; day or afternoon trips on weekends find students enjoying the sun and surf of the Atlantic off Plum Island; the entire school embarks on a Whale Watch in mid-September; joggers run the "Short Loop" on a road that winds through the marsh and along the Parker River; hardier souls swim off nearby Thurlow's Bridge in early autumn and late spring.

Without question, William Dummer provided an especially lovely setting for his vanguard academy — an environment of extraordinary natural beauty and one that extends both learning and community well beyond the brick and clapboard buildings of the school.

The Academy's proximity to historic Newburyport (just 5 miles distant) and Boston (a 40-minute-drive south) also makes its location special. Field trips to the capital city incorporate visits to such sights as the U.S.S. Constitution ("Old Ironsides"), Fanieul Hall, the Old North Church, and Government Center.

THE FACULTY

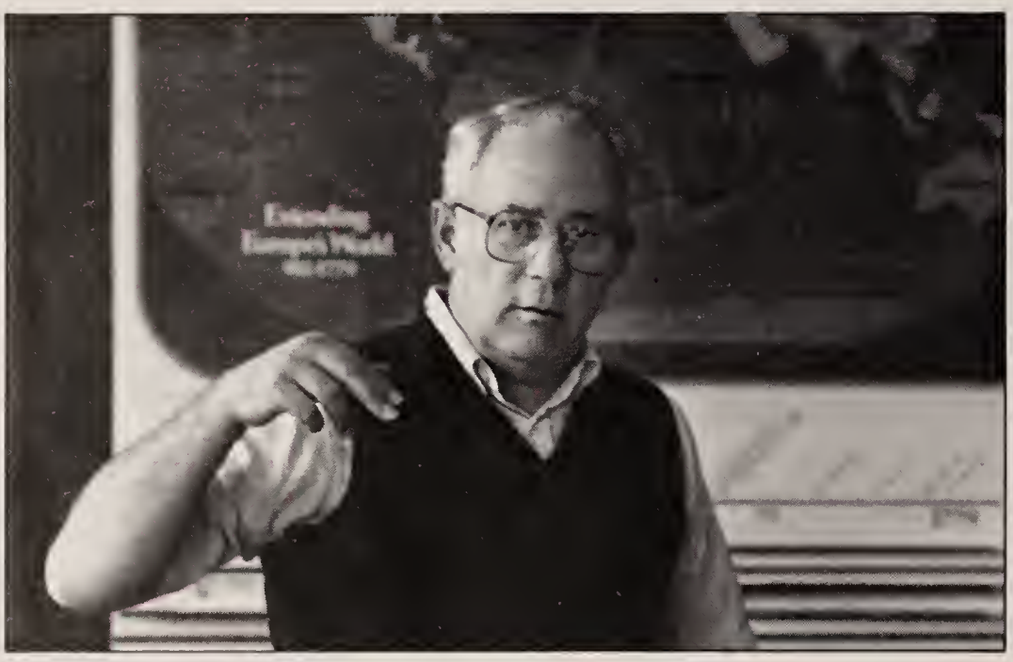
"Teaching here allows you to be in touch with the past, the present and the future simultaneously. To be a part of this heritage and to know that what you offer will be valued and remembered is paramount."

Lynda F. Bromley, Faculty

THE FACULTY

Master Samuel Moody, Governor Dummer Academy's first schoolmaster and Headmaster, provided an example for those who would follow him in his preparatory school and for those who would establish and teach in others like it. It was an example — and by it, a challenge — rooted in Moody's exceptionally high standards of intellectual pursuit, personal integrity and generosity of spirit. It is a challenge willingly and enthusiastically taken up by Governor Dummer faculty members throughout the school's two and a quarter centuries.

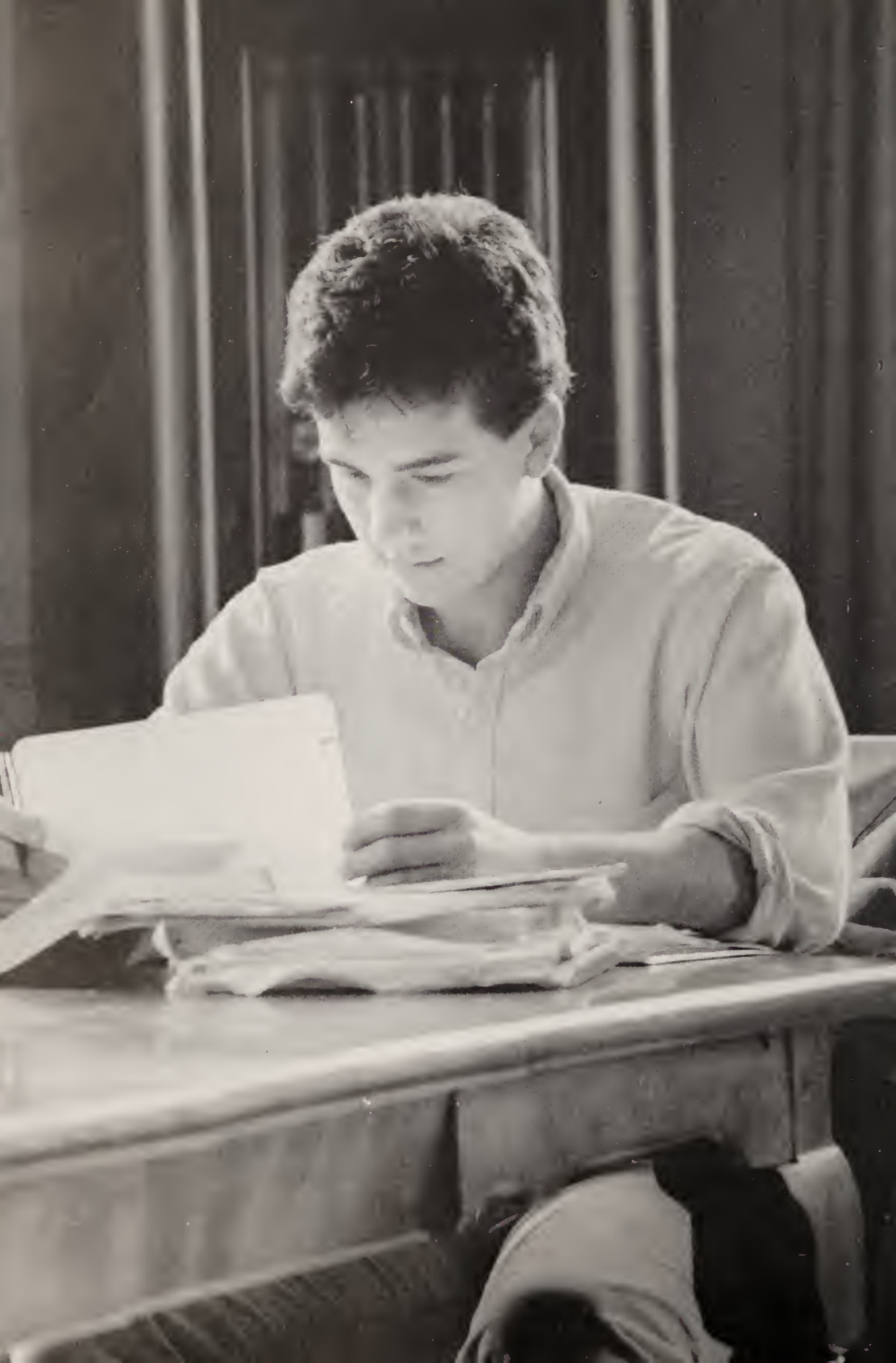
Diverse in its talents and varied in its interests, dynamic and nurturing in its approach to youth and their learning, the teaching faculty of Governor Dummer numbers around 50. More than 30 hold Masters degrees or above; several have expertise in more than one subject area. Most of the faculty live on campus either in dormitories or in homes close by the dorms, and all carry several roles for students: teacher, guide, counselor, advisor, coach, parent, friend. Consistent with this variety of roles, often held simultaneously, are the qualities of unselfishness and generosity based on a commitment to the ideals, values, and way of life of the Academy, qualities rewarded by the joy and satisfaction of sharing in the growth and maturing of young men and women.



ACADEMICS

"The most important thing I learned at Governor Dummer Academy was the ability to convince, to persuade, and to influence the outcome of events rather than be driven by them."

Carl A. Pescosolido, Jr. '55
Chairman of the Board of Trustees



ACADEMICS

Governor Dummer's academic program reflects its primary emphasis as a structured, demanding college-preparatory institution, encompassing grades 9 through 12. While the curriculum is designed to ensure that students fulfill college entrance requirements, each department offers many courses beyond the standard fare, to meet particular interests of individual students. Additionally, students are required to explore many subject areas, including the Fine Arts, during their time at the Academy. In small classes averaging 12, students and teachers develop close and dynamic relationships that significantly enhance the learning that takes place in the classroom.

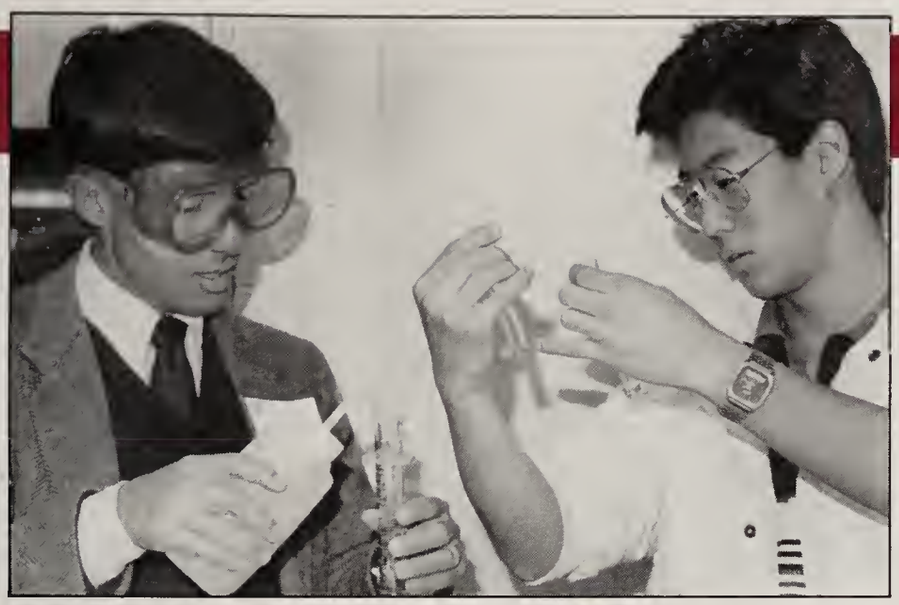
At the end of each of the school year's four quarters, academic advisors send grades and instructors' reports home. At these times, too, the Director of Studies publishes lists of those Freshmen and Sophomores who have attained a high enough average to be excused from daily Study Hall and of those students who have attained the academic distinction of Honor Roll and High Honor Roll. Students who have not met minimal academic standards are subject to Academic Probation at this time, as well.

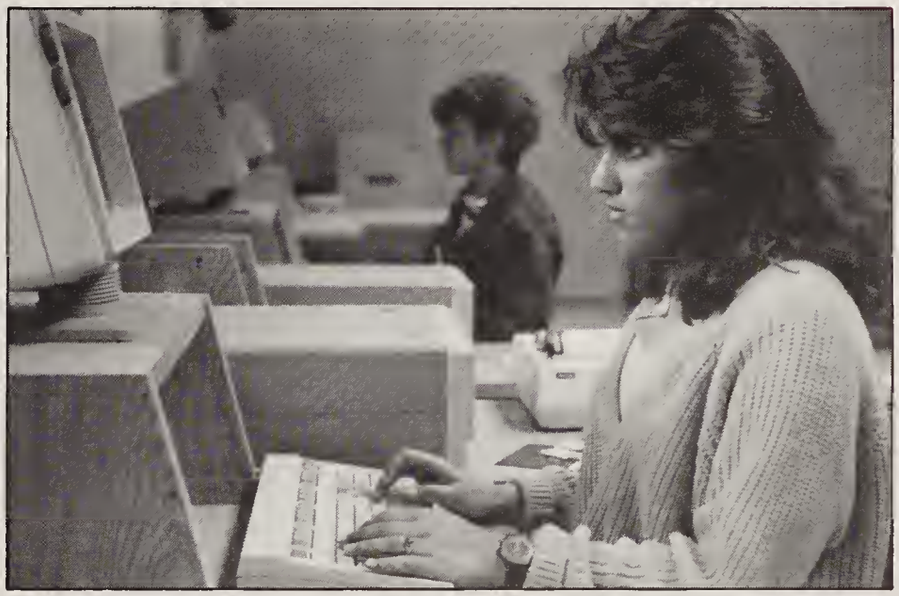
Each student normally carries 5 subjects — depending on the grade level, 5 major courses or 4 major courses and a minor course. Diploma requirements include the successful completion of four years of English, three years of Mathematics (through Second Year Algebra and Trigonometry), two years of a Foreign Language, 2 years of History (1 in United States History and one other), two years of Science, one year of Introductory Fine Arts, and another minor course in the Arts, and one minor course in Religion, as well as one minor course in Speech, taken during the Senior year. The course selection process involves the student, his or her advisor and parents, and the Director of Studies. Mid-year and final examinations are part of most major courses.

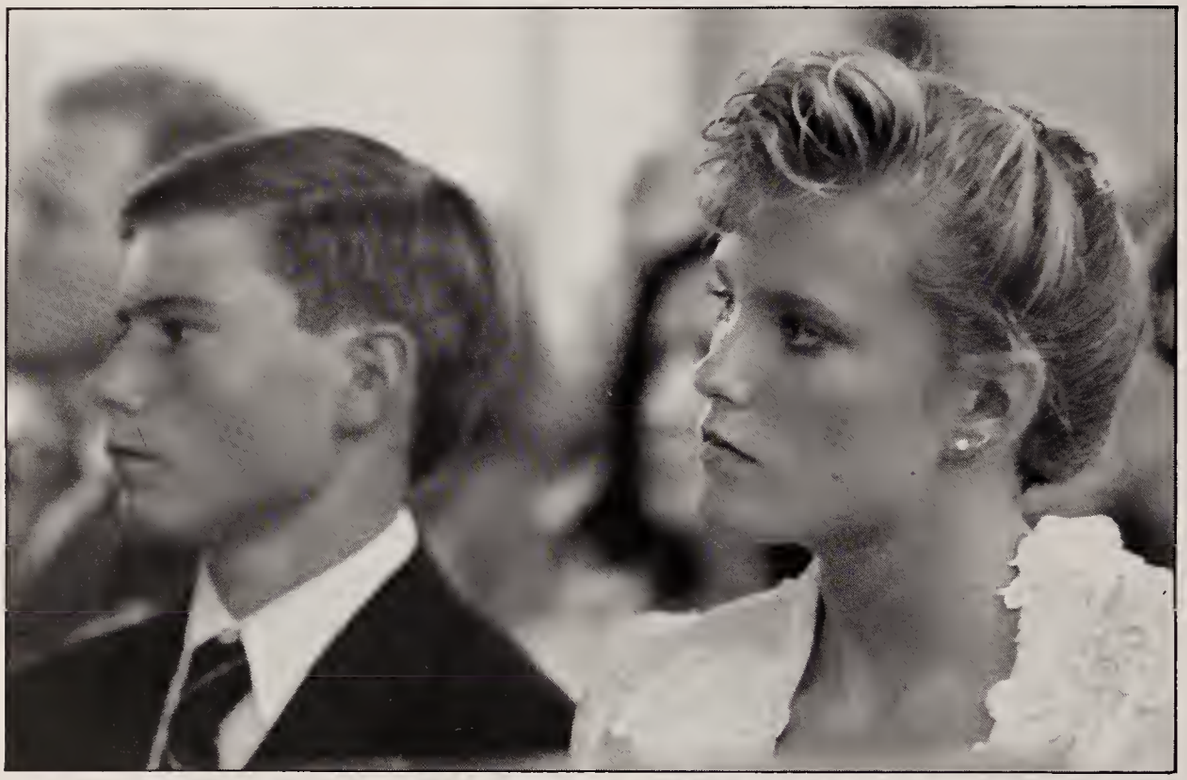
The Academy offers Honors, Accelerated, and Advanced Placement courses in English, Mathematics, Biology, Chemistry, Physics, U.S. History, Studio Art, French, German, Spanish and Latin. Successful completion of such courses often allows students to register for upper level courses in college upon enrollment. In addition, students may pursue Independent Study projects — either during the academic year or as a special Senior Spring Term Project, investigating areas (not necessarily academic) of special interest — landscape architecture, veterinary science, the special Olympics program, Shelters for the Homeless, to name a few projects recently undertaken by seniors.

Each year the top-ranking Juniors and Seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

Outstanding academic facilities meet the varied demands of the several disciplines: Parson's Schoolhouse contains classrooms for Foreign Languages and Mathematics, a Language Library, and the Wang-Goodhue Computer Center complete with 14 terminals (and 6 others located in other buildings on campus); the Frost Building, which houses the main library of more than 20,000 volumes, also contains seminar rooms for History and English classes, as well as an Audio Laboratory, Lecture Hall and the Archives; the Schumann Science Center contains lecture rooms, laboratories for Physics, Biology, Chemistry and Electronics, and a greenhouse; the Kaiser Visual Arts Center, with classrooms for Studio Art, Photography and Ceramics, two darkrooms, as well as the Youngman Gallery; the Thompson Performing Arts Center houses individual practice rooms, a choral room, an electronic music studio and a large studio/classroom for jazz band, music history and theory classes; and finally, the restored Noyes Library is a seminar room for Latin courses and other small meetings.







ADVISING AND COUNSELING

"I have always been charmed by the relationships between students and faculty here. They are at once professional and warm."

Joanna Grugeon, Faculty

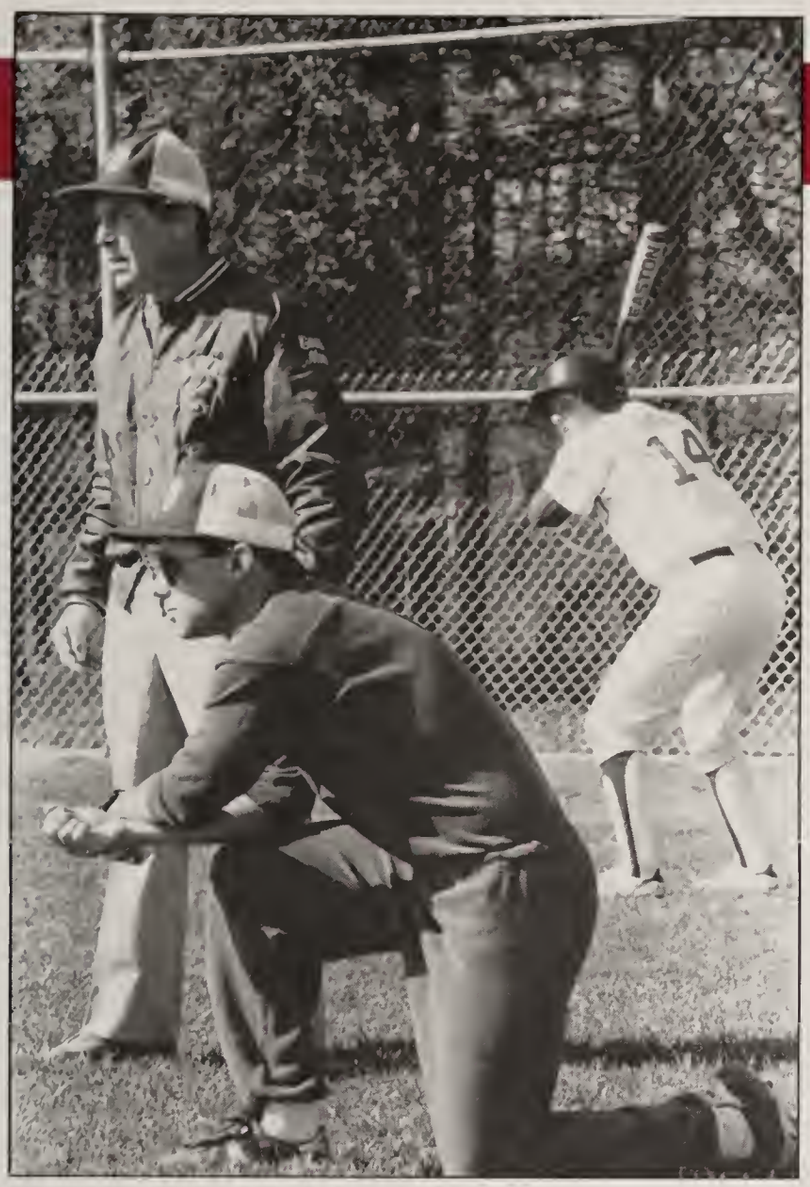
ADVISING AND COUNSELING

While nurturing communities such as Governor Dummer provide a great deal of informal counseling and advising, the Academy does have a formalized Advisor System. Each student has an advisor on the faculty, someone whose primary goal in this role is to support and guide that student through the vicissitudes of the high school years: course selection, concerns about daily academic preparation and performance, study skills, and peer, family and faculty relationships. Throughout the year, the advisor is in direct contact with the student's parents, three times a year via formal written evaluations (attending a set of course instructor reports), and at other times of the year by less formal and routine means.

Students needing support beyond the Advisor System find help through the Academy's Counseling Group — several experienced and trained faculty members organized and headed by the school's professional counselor. When necessary, a student might meet with a counselor or other off-campus professional. The School Chaplain is also readily available for help.

Forms of peer counseling also abound at Governor Dummer — ranging from the Big Brother-Big Sister Program, which helps new students adjust to the Academy, to less structured modes, such as the Senior Proctors in each dormitory, students chosen especially for demonstrated responsibility, sensitivity, and generosity towards others.

GOVERNORS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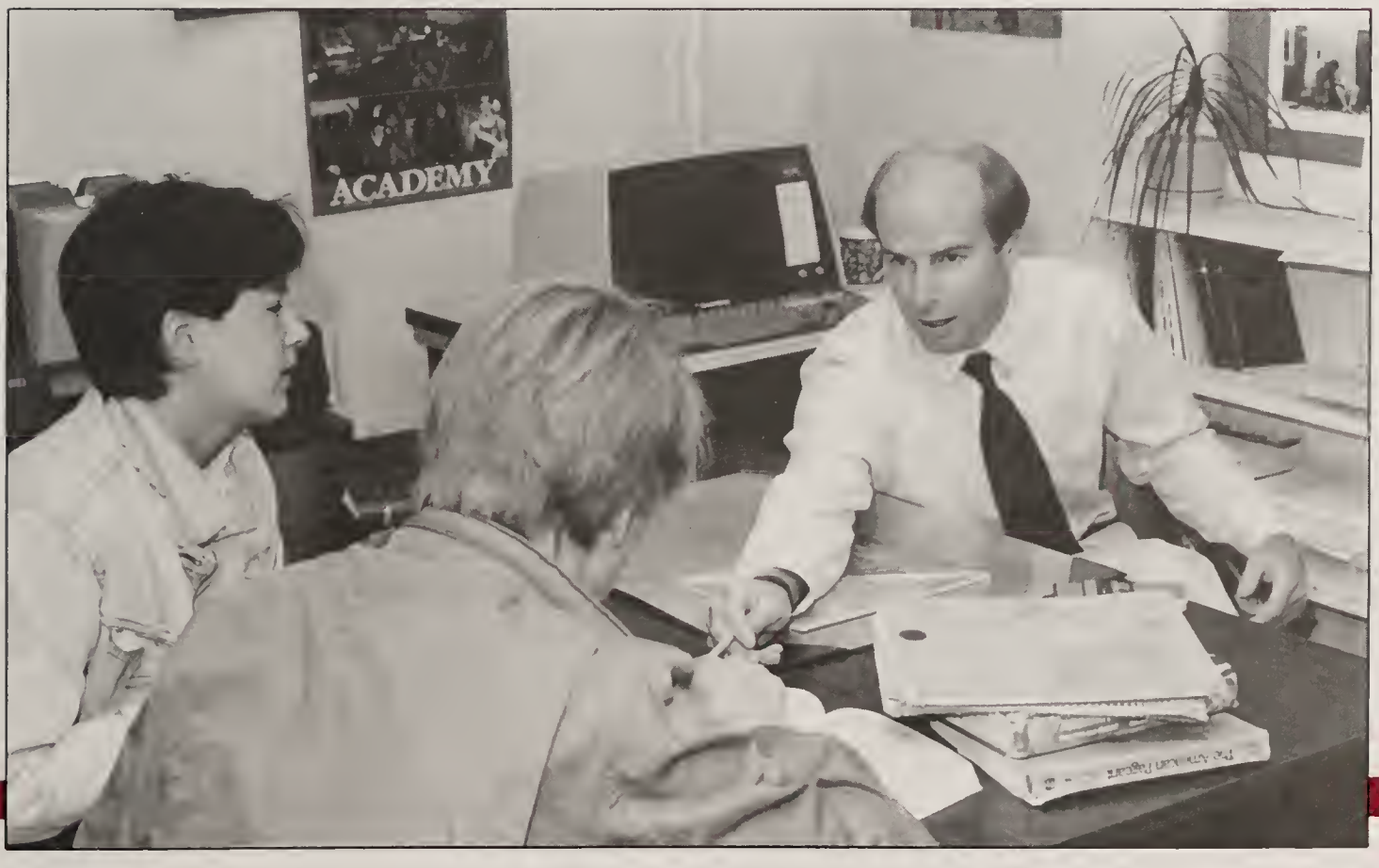
ACADEMY

COLLEGE COUNSELING

"Governor Dummer taught me to be a critically thinking adult, to respect others' dreams, to push myself physically and mentally, and to be happy pursuing my niche."

Carol Goldberg, '76

GOVERNOR
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COLLEGE COUNSELING

Most Governor Dummer students begin thinking about their future plans for college in their Sophomore year, many even earlier. The College Counseling Office, along with faculty advisors, helps students early on to evaluate their individual academic progress and personal development, and to gain a realistic perspective on goals, ambitions and projected future careers. In the middle of the Junior year, the College Counseling Director begins formalized and direct work with individual students and their families. The process includes group meetings with the Junior class; a College Day including a panel of College Admissions Officers representing a wide range of educational options who speak to all Juniors and their parents; individual conferences with each student, and with the parents. Students also utilize computerized College Selection Service on campus, by which they can choose suitable colleges to visit prior to senior year.

Over 100 representatives from colleges and universities across the United States and around the world visit the Academy during the school year to talk with interested students. Alumni interviewers from a number of colleges hold interviews on campus, as well. In the fall of the Senior year, Seniors begin to file applications under the direction of the College Counseling Office. While Governor Dummer traditionally sends students to selective and highly selective colleges and universities, its primary goal is to ensure that each student is placed in an academic setting that will favorably suit his or her abilities and needs.

COLLEGE MATRICULATION, CLASSES OF 1986-1989

American
Amherst
Babson
Barnard
Bates
Boston College
Bowdoin
Brandeis
Brown
Bryn Mawr
Carleton
Univ. of Chicago
Colby
Colgate
Univ. of Colorado
Columbia
Connecticut College
Cornell
Dartmouth
Duke
Franklin & Marshall
Georgetown
Gettysburg
Hamilton
Hartwick
Harvard
Haverford
Hobart
Holy Cross
Ithaca
Johns Hopkins
Kenyon
Lafayette
Lake Forest
Lehigh
Univ. of Maine
Univ. of Mass.
Mass. Inst. of Tech.
Middlebury
Mount Holyoke
Univ. of New Hampshire
Univ. of N. Carolina, Chapel Hill
Northeastern
Northwestern
Oberlin
Occidental
Univ. of Pennsylvania
Pomona
Princeton
Rensselaer Polytechnic Institute
Rice
Univ. of Richmond
Rhode Island School of Design
Univ. of Rochester
Rollins
Univ. of St. Andrews (Scotland)
St. Lawrence
Skidmore
Smith
Stanford
Syracuse
Trinity
Tufts
Tulane
Univ. of Texas at Austin
Univ. of Vermont
Vassar
Vermont
Washington and Lee
Wellesley
William and Mary
Williams
Wittenberg
Wooster
Worcester Polytechnic Institute
Yale

WOMENS
VARSITY

ATHLETICS

"Each athletic practice is a chance to be revitalized by youth, a chance to share my experience and knowledge."
Robert E. Anderson, Director of Athletics

ATHLETICS

Governor Dummer Academy provides a strong athletic program for students of all abilities, encouraging students to participate in organized sports throughout their years at the Academy. As with many other areas of school life, athletics offer the opportunity for students to grow — in respect for themselves and for others, in a knowledge of healthy competition and in a recognition of the value of team work.

Most students are involved in interscholastic athletics on teams of all levels, which practice daily and compete on Wednesdays and Saturdays. Freshmen and Sophomores are required to participate on such a team each of the three seasons. Juniors have a one-season requirement; Seniors must be involved in either interscholastic or intramural sports one season, although most participate beyond this requirement. If involved in other aspects of the Afternoon Program (Community Service or Drama, for example) students are obligated to take Physical Education classes during the academic day.

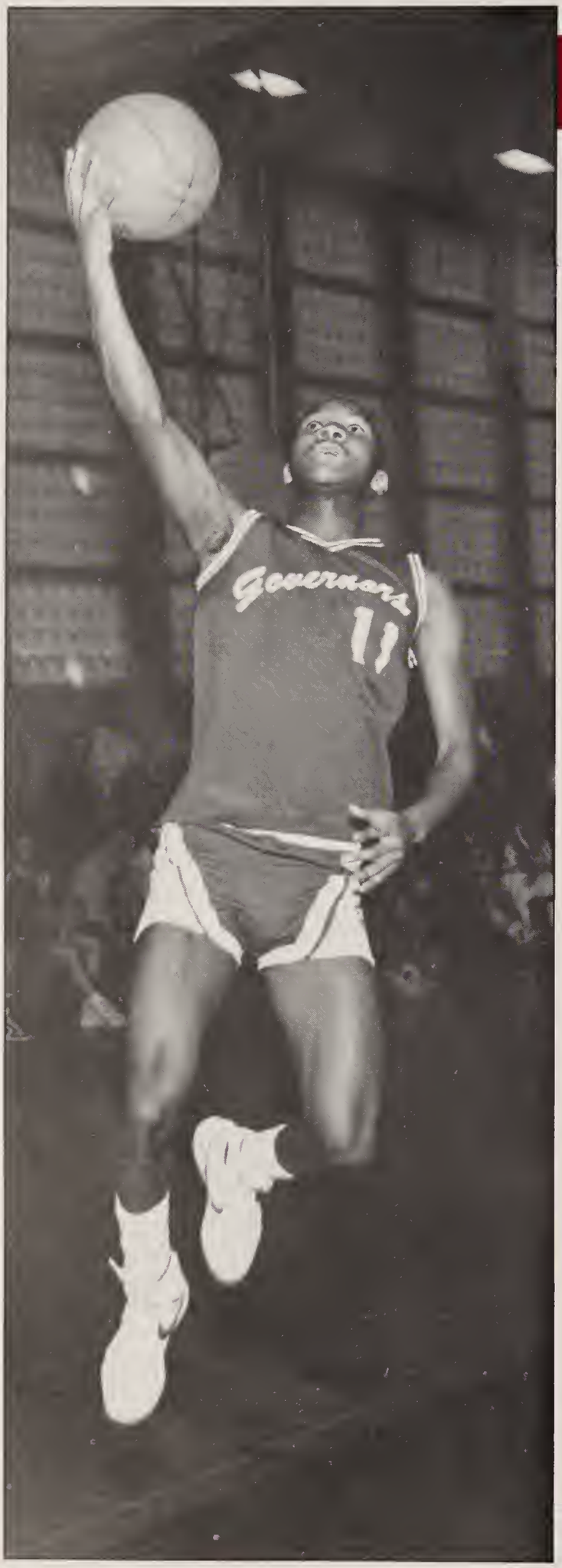
Twelve playing fields, a fully-equipped gymnasium (housing a dance studio in addition to a wrestling room, basketball-volleyball court, training room, complete "Eagle" fitness and weight room, and locker facilities), an enclosed ice hockey rink, a quarter-mile track, 6 tennis courts, and a 9-hole golf course, a 3.1 cross-country course comprise the Academy's athletic facilities. These are fully available throughout the week for recreational use as well as for routine practices and contests. Many students also bicycle, hike and jog, utilizing much of the school's 500-acre campus. Informal competition between student and faculty teams in flag football, soccer, basketball, and other sports also takes place.

Governor Dummer is a member of the Independent School League, a group of New England area schools committed to maintaining the true spirit of amateur athletics. "The Governors" are coached by faculty who engender the pride and enthusiasm that characterize the Academy as a whole.

ATHLETIC OFFERINGS

Boys' Sports:
Football
Soccer
Basketball
Ice Hockey
Wrestling
Baseball
Lacrosse
Track and Field
Tennis
Cross Country
Nordic Skiing
Dance
Golf
Riding

Girls' Sports:
Field Hockey
Soccer
Basketball
Ice Hockey
Volleyball
Lacrosse
Track and Field
Tennis
Cross Country
Nordic Skiing
Dance
Golf
Riding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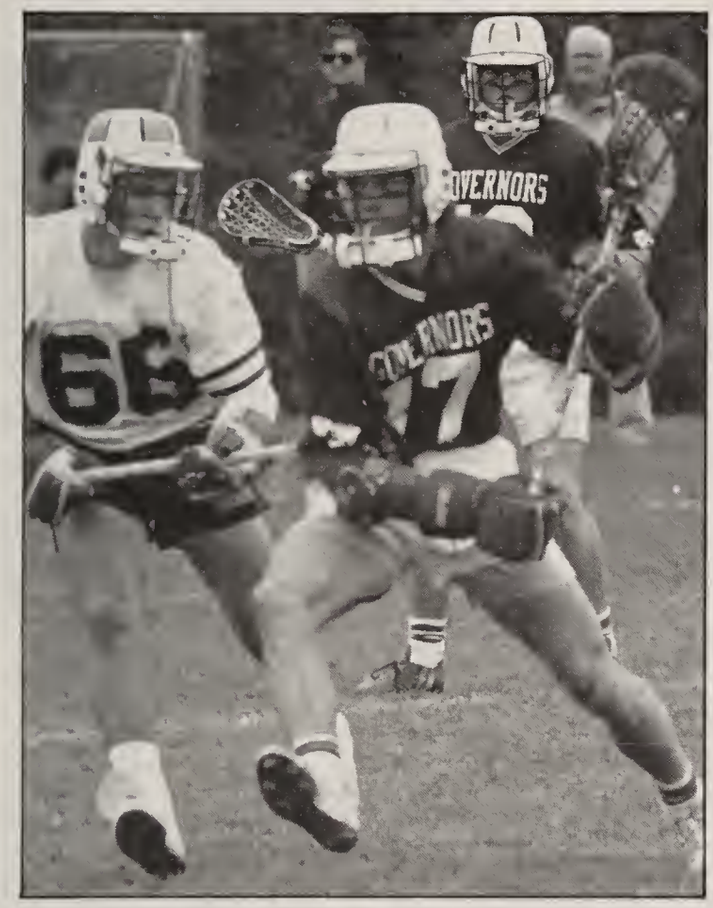
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EASTON
ALUMINUM

Riddell
Riddell
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THE ARTS

"The Arts at Governor Dummer have no boundaries; the student is encouraged to pursue *any* interest."

Elysa Marden, '86

THE ARTS

The Arts at Governor Dummer are varied and strong, a testament to the value and importance that the Academy places on their role in the full and complete education of every young person. In addition to a rich and diverse course selection in the visual and performing arts (and the graduation requirements in this subject area), the Academy actively encourages extracurricular involvement in this realm.

In Music, students may select courses in Music Theory, Electronic Music and Music History, and Independent Study in areas of particular interest. Performance groups include "The Big Wind" and "The Slight Breeze" (jazz bands), The Academy Singers (the chorus), The Governor's Octet, and The Governor's Brass Quartet. Other ensembles form in response to talents and interests. Conservatory-trained instructors teach a variety of instruments, as well as voice; students may rent virtually any instrument they care to study. Formal performances and concerts take place four or five times yearly; the Music Guild, a wholly student-organized group of musicians, produces several additional concerts. Coffee Houses and other informal settings provide additional performance opportunities.

Art courses range from the required Introduction to the Fine Arts for Freshman through Art History, all levels of Studio Art, Ceramics and Photography. Students may also pursue Independent Study projects in any of the Fine Arts. With the Kaiser Visual Arts Center as the heart of visual arts activity, students explore the various media and activities as well as in classes: the building is staffed throughout the week and weekend with Arts faculty. The Youngman Gallery hosts several professional and student art exhibits yearly, and students may meet these artists at Friday evening Gallery openings.

Energetic and talented thespians abound at Governor Dummer and find their expression primarily through the three major theatrical productions yearly. Fall and winter shows are directed by the Faculty Director of Drama, and recent productions have included *A Streetcar Named Desire*, Moliere's *Tartuffe*, *Back County Crimes*, *Fiddler On The Roof*, Studs Terkel's *Working*, *South Pacific* and Sartre's *No Exit*. The spring play is traditionally directed by a senior who has demonstrated interest, ability and commitment to theater during his or her time at Governor Dummer Academy. This senior selects the show, chooses the Faculty Advisor, cast, and technical crew, and holds total responsibility for the production. *Barefoot In The Park*, *Play It Again, Sam* and Orwell's *1984* have been produced successfully in recent years. Students involved in drama, as actors or technical staff, normally do not participate in a sport, since rehearsals take place in the afternoon. In addition to the three primary productions of the year, students often find other means of dramatic expression — through participation in the Shakespeare Reading Contest, Independent Projects (normally undertaken by Seniors), or by work with the Theatre of Newburyport and the Children's Theatre of Newburyport, both of which have strong connections to the Academy through members on our faculty and various workshops they offer. In addition, Governor Dummer Academy is a member of the International Thespians' Society.

DUMMER ACADEMY
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ANNIVERS

COMMUNITY LIFE

"The campus atmosphere is charged with excitement, friendliness and a true desire to learn."

Elizabeth Ruhl, Faculty

COMMUNITY LIFE

Student life at Governor Dummer Academy means community life: students and faculty begin each academic day together after breakfast at 7:45, at a regular morning meeting of announcements, skits, music — whatever people have to share with one another. On Tuesday mornings, the school gathers in the Moseley Chapel for a brief talk by a student, faculty member or friend of the school; rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs. The academic day begins at 8:00 and ends at 2:45, with classes rotating in time period day-to-day and all major courses meeting daily. Conference Period is integral to each class day (except Wednesday, which is shortened to accommodate afternoon athletic contests); during this time, students may seek extra help from their teachers at a set place — at his or her home on campus, or in an office or classroom. Academic assistance is also available during the rest of the day and during the evenings. From 2:45 to 3:30, many of the Academy's clubs and activities hold regular meetings; class meetings are also held during this time block.

In the afternoons during the academic week all students are involved in some aspect of the Afternoon Program. Most participate in a varied, wide-ranging athletic program; others take athletic free terms to pursue a special talent or ability (for example, an Olympic acrobatic skier), to take part in one of the year's three major theatrical productions, or to join the Community Service Program, helping in nearby nursing homes, hospitals and schools.

At some time during the day, each student is involved in an aspect of the Work Program — stacking lunch trays, sorting silverware, sweeping steps, shoveling a walkway. With all students taking part, the program reflects the Academy's belief in the educational value of learning to care for oneself and one's surroundings, as well as to serve others.

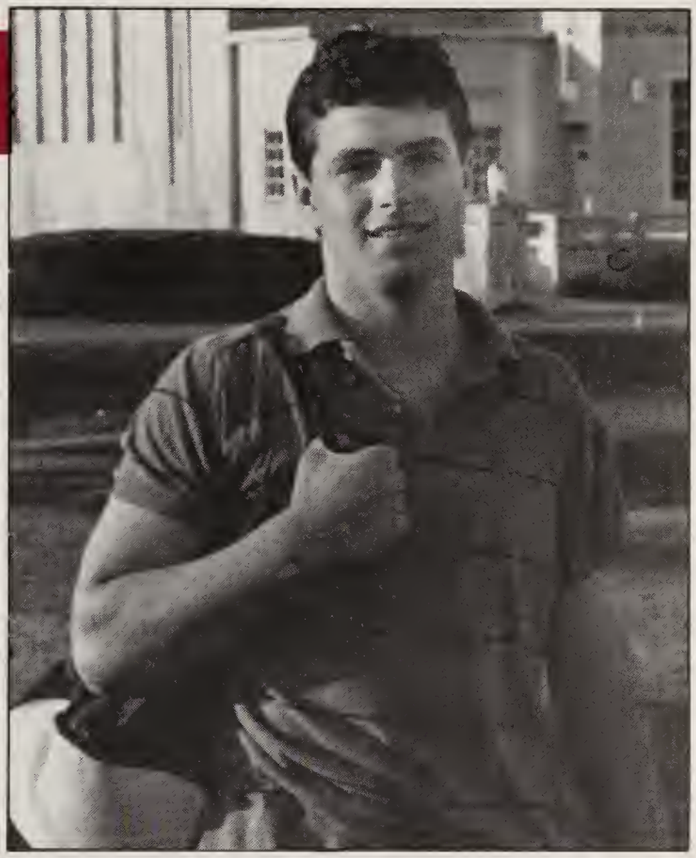
Dinner precedes a structured two-hour Study Hall in the dormitories, after which students normally break for a snack, socializing at The Grill in the Student Union. Check-in and lights-out times vary with grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Academy community — the students (both boarding and day) and faculty. Throughout the year there are academic, cultural, athletic, and social commitments that are mandatory on certain Friday evenings, Saturdays, and Sundays. However, on most weekends the students select freely to participate in a host of activities. On Friday evenings, many students attend the theater or the symphony, or some other cultural event, fulfilling a once-per-term Humanities requirement. Others stay on campus to enjoy a concert, special movie, mime or other presentation. Art openings in the Youngman Gallery also take place on Friday evenings. Saturday mornings are often a "hands-on" time — the photography lab, ceramic and art studios are open for use, as are the music rooms and La Factorie (the wood and metal shop). The Wang-Goodhue Computer Center; driver's education, typing classes, and SAT preparation classes are also available. Vans shuttle to and from Newburyport in the morning to transport students wishing to shop. Most students spend their Saturday afternoons in athletic contests, either at home or at other New England schools. Saturday evening's events are planned by the student Social Committee: dances, or other nearby attractions, plays, coffee houses and talent shows are the usual fare. A very special aspect of weekend life is Open House, where Headmaster and Mrs. Bragdon open their home, the historic Mansion House, to the entire community for the evening. Ping pong and pool in the basement, chess and Trivial Pursuit in front of the fireplace in the living room, a movie in the "Old Kitchen", hot fudge sundaes and pizza

around the kitchen table — these elements combine with the warmth and genuine hospitality of the Bragdons to create a true home for students, faculty and their families, and friends.

Students usually spend Sundays alternately relaxing and studying, although faculty take students on off-campus trips routinely — to Faneuil Hall, Plum Island and various regional attractions; faculty also help transport students to and from church services of various denominations. A voluntary vesper service after dinner, precedes the regular Study Hall. . . . and another week begins.

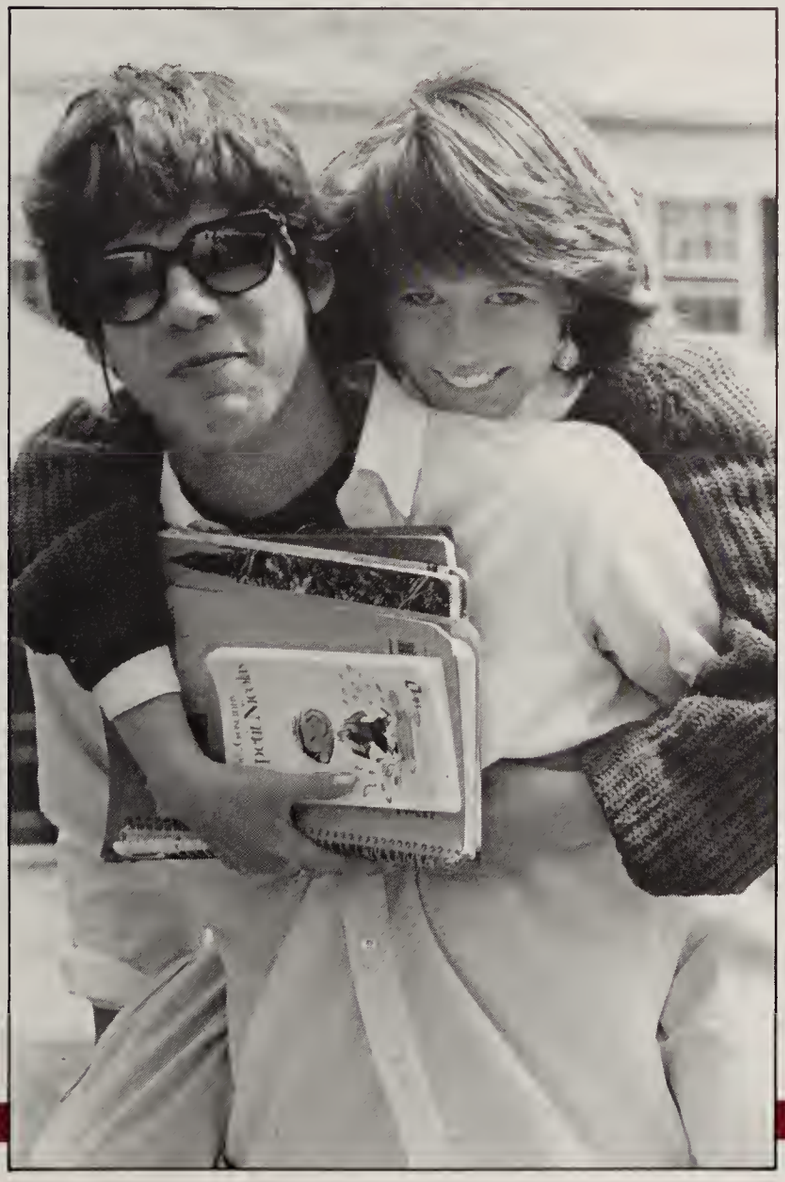
Boarding students discover that life in their dormitory provides an additional dimension for personal growth. Dorms become a second home, a place where students of various ages join together with residential faculty to form more than simply a living unit. While certain roles are fixed and predictable (the Faculty Advisors, the Senior Proctors), residents share the richness and variety of friendship that evolve naturally when people live together with trust and respect, responsibility and its attendant privileges. Day students are often welcome for weekend overnights with boarders in the dorms, as well.

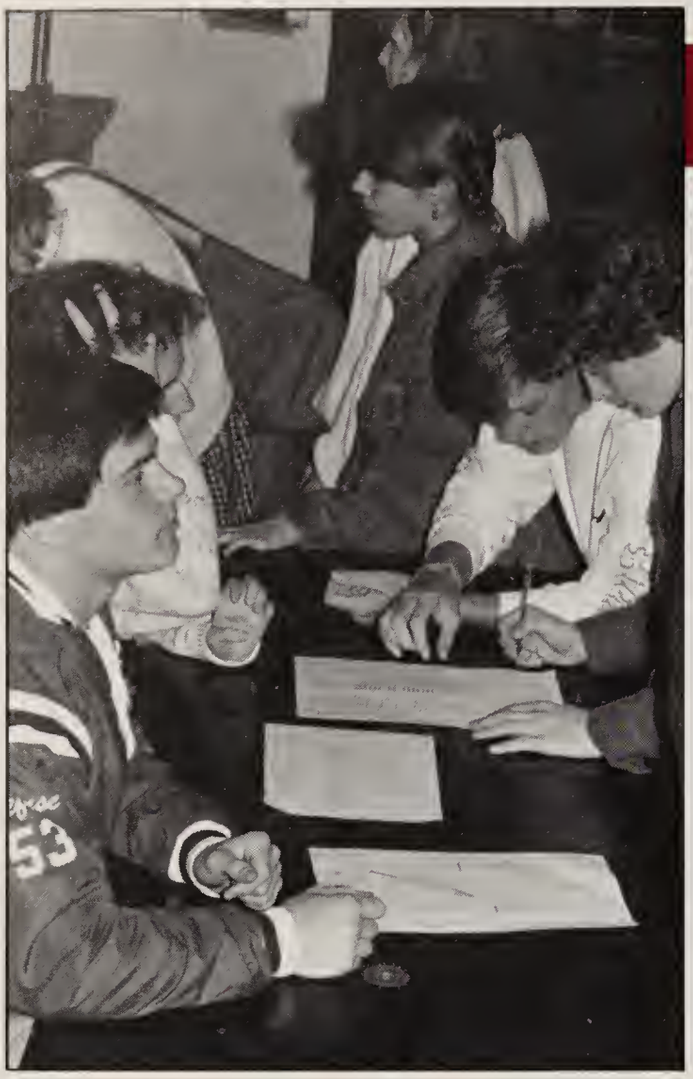


Students of all ages interested in taking on leadership roles find ample opportunity: as class officers, representatives to the Community Council, dormitory proctors, library proctors, editors of the yearbook or the newspaper, chairmen or presidents of various clubs or groups, proctors and directors of the Student Union. In fact, the Academy runs on the commitment, energy and example provided by students willing to lead.

Rules at Governor Dummer, as in any society made up of individuals with diverse interests, are vital to the effective functioning of the community. Students must understand that every action has its consequence, and that their behavior determines the climate and tone of their school. Of the six major school rules, the Academy holds the honesty rule as the most important. It expects complete integrity of each student in all matters, both personal and academic. The other major rules — carry significant weight, as well; transgression of any of these could lead to dismissal from the Academy. These and other specific and less major regulations are outlined in the Student Handbook.

VERNORS





CLUBS & ACTIVITIES

Academy Singers
Amnesty International
Art Club
Astronomy Club
Chapel & Convocation Committee
Christian Fellowship
Community Council
Community Service
Computer Club
Cum Laude Society
Drama Club
Food Committee
French Building Proctors
French Building Directors
French Club
Friday Evening Program
German Club
Governor Dummer Honor Society
Governor's Brass Quartet
Governor's Octet
International Club
Jewish Fellowship
LaFactorie Wood & Metal Shop
Photography Club
Red Key
Searchers
Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
Sunday Evening Vespers
The Governor
The Milestone
The Spire
Thespian Society
Tour Guides
Twilight Softball League
Varsity Club

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A SCHOOL AND A FAMILY

"At first I was worried that people would not accept me, but now I realize that everyone really cares."

Deana Giamette, '88

OLLINS COLLEGE

A SCHOOL AND A FAMILY

More than merely a challenging college-preparatory school, Governor Dummer is a home to its students, faculty, faculty families, alumni, and even former faculty. It is a place where youngsters and adults can feel comfortable in exploration of all kinds — intellectual, social, athletic, personal. The small size (340) of the student body contributes to this warm feeling: it allows frequent and close interaction between the students themselves, as well as between students and faculty in small classes, often taught seminar-style around a table; in closely-knit dormitories or corridors, ranging from 6 students to 18; and in formal and informal sports activities — in virtually every imaginable context of life in a boarding school. Equally important to this positive spirit of togetherness are the special aspects of Governor Dummer Academy community life: the daily all-school meeting in which personal and cooperative efforts and successes are applauded, the Bragdon's weekly Open House, the early fall all-school Whale Watch, the Junior Carnival, daily celebrations of birthdays, surprise Headmaster's Holidays, Twilight Softball, dormitory parties. These communal moments, combined with a spirit of friendliness and cooperation, create the right atmosphere for adolescent growth and maturation.

NIKE

ST.LAWRENCE
HOCKEY SCHOOL
UNIVERSITY

YALE

ADMISSIONS

"Last evening in the dorm, I listened to a discussion by students from South Boston and Dorchester, Massachusetts; Massena, New York; Denver, Colorado; Austin, Texas; and Seattle, Washington, concerning an up-coming Physics test, last weekend's dance, and the success of the Boston Celtics. This is Governor Dummer Academy."

Edward Rybicki, Faculty

ADMISSIONS

Governor Dummer seeks motivated students who have demonstrated promise in both character and academic ability — students who will gain from the Academy and who will contribute to it. When reviewing candidates, the Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement, impressions from the interview, and any other information available about the candidate. While most new students enter Governor Dummer in the ninth and tenth grade years, a few places open each year for eleventh grade applicants. The Academy, believing in the educational value of having students from varied cultures and diverse backgrounds, encourages students from all areas of the country and the world to apply. For day students, there is no geographic limit to the area from which they may apply, with the understanding that the Academy does not furnish transporation. Students often ride in car pools from neighboring towns.

REQUIREMENTS FOR ADMISSION are as follows:

1. The candidate should contact the school in the fall or early winter of the year prior to that which he or she wishes to enter, to make an appointment for a **PERSONAL INTERVIEW AND TOUR** of the GDA campus. If distance makes such a visit impractical for the candidate, the Admissions Office will arrange for a representative of the Academy to meet with the student nearer his or her home.
2. The candidate must take the **SECONDARY SCHOOL ADMISSION TEST**, administered at centers throughout the world on five Saturdays in 1989-90. Governor Dummer will also accept the Independent School Entrance Examination offered by the Educational Records Bureau. For information regarding the test contact the Educational Records Bureau in Wellesley, MA (617-235-8920). Registration forms and additional information may be obtained through Governor Dummer or from the Educational Testing Service, Box 922, Princeton, NJ 08540. The Academy recommends that the candidate take the December or January administration of the SSAT.
3. The candidate, his family and school must complete all **APPLICATION FORMS**, which will be mailed in mid-November. These include a Student Questionnaire, a Parent Questionnaire, a request for school records, English and Mathematics teachers' recommendations, and a personal recommendation. The filing deadline for these forms and the final application (to be accompanied by a non-refundable application fee of $25) is February 1, 1990. In cooperation with the policy recommended for all schools, Governor Dummer will notify candidates and their families of admissions' decisions on March 10, 1990. Parents of these admitted are to respond to the school not later than April 10, 1990.
4. Candidates applying for **FINANCIAL AID**, in the form of grants and loans, must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a School Scholarship Service form. This form must be completed by February 1, and in the case of separation or divorce, both parents must supply financial information. Scholarship aid is awarded annually, to approximately 20% of the student body, without regard for race, color, national and ethnic origin, or religious belief.

TUITION AND FEES 1989-90

BOARDING STUDENTS	(includes tuition, room, board, out-patient treatment in the Health Center, dormitory furniture, use of library and laboratories and equipment, athletic uniforms and helmets)	$14,600
DAY STUDENTS	(includes tuition, lunch, occasional other meals, use of all facilities available to boarding students, except residence in dormitories or the Health Center)	$9,900

This sum is payable in installments of:

Boarding Students	Day Students	
$ 400	$ 250	Reservation Deposit for new students (applied to August 1 payment)
$6900	$4700	Payment due August 1
$7300	$4950	Payment due December 1

Payments are non-refundable; parents may elect to enroll in the Tuition Refund Plan, which insures fees in the event of absence or separation, according to the terms of the policy.

Additional expenses vary widely with individual students. They may include books, school supplies, sweatsuits, subscriptions to school publications, team photographs, club membership fees, a social activities fee, College Board examination fees, transportation to and from Boston at vacation times, optional bus trips, athletic footwear, and other special athletic equipment. Such expenses average around $700 per year for boarding students and $500 for day students. Parents are asked to establish a deposit account of $300 with the school, against which students may charge extra expenses.

CURRICULUM & COURSE DESCRIPTIONS

REQUIREMENTS FOR DIPLOMA: Students must successfully complete 16 credits, including four in English; Algebra I and II and Geometry; U.S. History and a 2-semester course prior to it; two credits of a foreign language; two 2-semester courses in Science (including Science I for entering freshmen); Introduction to Fine Arts for freshmen, and one other in art, ceramics, drama, music or photography; one credit in Religion; and one Speech course in the senior year. Students actually complete at least 19.5 credits of course work over their four years.

Freshmen normally carry five major courses and Introduction to the Fine Arts, totaling 5½ credits; sophomores, juniors and seniors normally carry 5, although minimal credit load for juniors and seniors is 4½.

Attendance at one off-campus, school sponsored Humanities event (a play, musical, concert, or other performance) per term is a graduation requirement. Participation in a Community Service program in the junior or senior year is also a graduation requirement.

SPECIAL SECTIONING

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

For example, the **semester structure** of our sequential programs in mathematics, French, and Spanish provides the flexibility to place the student a half-year ahead or to repeat a half-year of study in a subject, either upon entrance or at some later time, rather than being able only to make whole-year adjustments in the student's program. In this way, the individual student's readiness — and to some extent, ability — is addressed better.

Accelerated sections exist in the science program. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections in chemistry and physics. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, thus the course assumes more than do the regular sections.

Honors sections in upper-level mathematics and United States History signify more demanding sections of these courses. The "honors" designation in English (seniors only) and in science must be earned by selection and enrollment in special seminars (EN 81-82 and SC 81-82) concurrent with the regular course.

Many courses at the upper levels are designated as **Advanced Placement (AP)** courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. Not all students in AP courses are expected to take AP exams. Those courses which traditionally produce students who succeed on the exams are designated as AP courses. Slightly over fifty percent of the graduates in the last five years took one or more AP exams in English Language or Literature; AB or BC Calculus; American or European History; French, German, or Spanish Language; Latin — Virgil; Chemistry; Physics B; Biology; or Studio Art (Drawing or General).

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab

science in the junior or senior year and, when possible, to qualify for inclusion in accelerated, honors, or AP sections.

ENGLISH DEPARTMENT

Freshman English EN 11-12: (two semesters) The course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background of this literature, emphasizing developments in art and music as well as giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary drawn from the literature read during the year will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied prescriptively both through exercises and through correction and rewriting of student essays. Composition competence examinations in punctuation will be given in this course, examinations that will be repeated in varying forms and at varying periods throughout a student's four years of English. (Normally in 9th grade)

Sophomore English EN 21-22: (two semesters) The first quarter of this course will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The systematic study of literary genres — poetry, short story, essay, drama and novel — will be undertaken during the remainder of the year. Weekly essays will be divided evenly in subject matter between personal expository essays and essays of a critical nature based on the literature in the course. Competence examinations this year will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities. (Normally in 10th grade)

Junior English EN 31-32: (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn*, *Walden*, *The Scarlet Letter*, *The Great Gatsby* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American. (Normally in 11th grade)

Senior English 40's Course Descriptions for 1989-90: To fulfill the Academy's English requirement each senior will enroll in one FALL- and one SPRING-semester course listed on these pages as the English 40's series. Because of scheduling limitations first, even second, choices are not always possible to arrange. The four priorities for each semester should be clearly indicated on the special Senior English Registration form in the latter part of May. Thereby, a substantial majority of the seniors will end up in courses of their own choosing. Revisions of second-semester choices will be allowed between Thanksgiving and Christmas only as can be accommodated by the master schedule constructed during the summer; hence, second semester choices should be taken seriously now. Second-semester scheduling will give preference to those who were least lucky in placement for the first semester.

EN 40: A Foray into "Modernism" (SPRING; half-credit) What's going on in the twentieth century? Is the 'self' finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism", we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will in-

clude Yeats, Hardy, Eliot, Joyce, Woolf, Beckett, Owen, and Empson. (Mr. Finn; enrollment limited.)

EN 41: India: The Subcontinent Through Western Eyes (FALL; half credit) To most of us, India is a far-away country — overcrowded, incomprehensible, and impenetrable. This course will develop an understanding of a country whose influence will be increasingly pervasive in the twenty-first century. We will study works of Western writers who share our culture but who came to grips with a seemingly enigmatic land. Film adaptations of some novels and documentaries about Hindustan will be integral parts of the course. Readings will be those of Kipling, Forster, Narayan, Prawer-Jhabvala, La Pierre, Rushdie, Naipaul, and Scott; films will include *Gunga Din*, *Heat and Dust*, *A Passage to India*, *Salaam Bombay*, *Staying On*, and *The Man Who Would Be King*. (Mr. Finn; enrollment limited.)

EN 42: Creative Writing Workshop (SPRING; half-credit) Although students will be asked to write, initially, in each major form — the poem, short story, drama and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published. (Mr. Rowe; enrollment limited.)

EN 43: Rebels in Arms and Otherwise (FALL; half-credit) Literature thrives on situations in which the individual pits himself against his society or tests himself and his society by breaking a social convention. This course will examine instances of such rebellion drawn from five hundred years of literature, and from the major literary forms: poetry, drama and the novel. Probable texts include: Chaucer, "*The Miller's Tale*"; Shakespeare, *King Lear*; Hemingway, *A Farewell to Arms*; Hardy, *The Mayor of Casterbridge*; Faulkner, *Light in August*; Koestler, *Darkness at Noon*; Shaw, *The Devil's Disciple*; Shafer, *Equus*; O'Hara, *Appointment in Samarra*; and the poetry of Wilfred Owen. (Mr. Rowe; enrollment limited; *not offered* in 1989-90.)

EN 44: The American Short Story (SPRING; half-credit) A uniquely American genre, the short story addresses and explores the past, present, and future of our American ideals, beliefs, and fears. Students will study the short fiction of Poe, Anderson, Bambera and other American writers, including those presently writing for *The New Yorker* magazine. In addition to studying the history and evolution of the short story, students will also write their own stories. (Ms. Bailey; enrollment limited.)

EN 45: Contemporary Literature of the Eighties (FALL; half-credit) As a means of reviewing the closing decade, this course will examine some of the highly-acclaimed literature of the 1980's. What does this literature have to tell us about ourselves and our times? *The New Yorker* magazine will be read weekly and will provide a base for many of the writing assignments. Anne Tyler, Toni Morrison, John Kennedy Toole, E. L. Doctorow and Louise Erdrich are but some of the writers to be studied. (Ms. Bailey; enrollment limited.)

EN 46: "Three Dramatic Geniuses" (SPRING; half-credit) Students will explore and analyze the conventions and craft of play-making. Shakespeare's poetry, Shaw's satire, and Stoppard's irony still draw people into the theatre. Students will become familiar with the obvious contrasts and then seek to discover the startling similarities among these three masters of English drama. (Mr. Wann; enrollment limited.)

EN 47: Power and Mastery (FALL; half-credit) Madmen "have such seething brains,/Such shaping fantasies, that apprehend/More than cool reason ever comprehends." We will study such masters of power as Prospero, Milton's Satan, Faust, Frankenstein, and Ahab. The course will conclude with a reading of John Fowles' *The Magus*. (Mr. Wann; enrollment limited.)

EN 49: Critical Writing Workshop (FALL; half-credit) This course focuses on the skills of producing high quality notes, essays and papers while furthering the study of various genres in literature: novels, poems and plays. A typical week's schedule will be: Lecture — "Rustic characters in Hardy's *The Mayor of Casterbridge*"; Word Processing Workshop — "Using 'Spell Checking' software on final drafts"; Seminar/

Discussion — "How do Hardy's minor characters serve the novel?"; Writing Conference; and Word Processing Workshop — "Using 'Cut and Paste' software to improve paragraphing". (Mr. Rybicki; enrollment limited.)

English Honors Scholars Seminar EN 81-82: (two semesters) This "extra credit" Honors Seminar meets for two hours in the evening every other week; evaluation for work in the seminar is incorporated in the student's grade for the regular senior English 40's course work. The seminar is led by four different department members in rotation. It gives strong students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments. (Eligibility: honors level work in English 31-32 and selection by the department.)

EN 61-62: Language Study (two or one semesters) This course provides supplemental training in fundamental English skills over the entire year or, in some cases, just one semester. Emphasis will be on writing mechanics, grammar, rhetoric, and vocabulary. In general, the English Department and Director of Studies will select the students who will take this course beginning in September. In December they will also identify those who will take the course in the second semester as well as those from the first semester who may move out of this special program. A half-credit is awarded for each semester. (Normally restricted to the 9th grade, replacing Ancient History or Foreign Language as advised by the Director of Studies.)

MATHEMATICS DEPARTMENT

The basic program includes Algebra I, Geometry and Algebra II as required courses, with an overall emphasis on mathematics as a social and humane activity useful in modeling and analyzing real world situations. This goal necessitates skill with correct arithmetic, sensible estimates, much practice with algebraic manipulations, and experience in applying appropriate manipulations in given situations.

Algebra I MA 11-12: (each half offered both semesters) This is a logical development of a first course in algebra — the foundation — emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals, and the quadratic formula. (Normally in 9th grade)

Geometry MA 21-22: (each half offered both semesters) Euclidean and coordinate geometry in 2 and 3 dimensions — emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special introduction to computer programming is included. (Normally in 10th grade)

Algebra II MA 31-32: With Trigonometry (each half offered both semesters) this is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities; polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex number systems; and graphing techniques. Algebra 1 and Geometry are thus blended together in analytic geometry. (Normally in 11th grade; students are ready for the Math Level I Achievement test after MA 32.)

Honors Algebra II MA 35-36: (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces matrices and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment is by departmental recommendation. Students are ready for the Math Level I Achievement test after MA 36.)

Finite Mathematics MA 41: (FALL; half-credit) Topics from linear functions and relations, elementary matrix algebra, and linear programming — both graphical and Simplex methods — are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Pre-Calculus) but for whom more mathematics will be useful in business and social science studies. A traditional pre-calculus course probably should follow this course prior to the study of calculus in

college. (12th grade only; ready for Math Level I Achievement test in the winter.)

Probability and Statistics MA 42: (SPRING; half-credit) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their position. (The target audience is the same as that for MA 41, plus those juniors who complete MA 32 in the fall; ready for Math I Achievement Test in June.)

The two Pre-Calculus courses — MA 45-46 and MA 47-48 — continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Pre-calculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement exam if taken in the winter, and Math Level II Achievement test at the spring session.

Pre-Calculus MA 45-46: (two semesters) The traditional route — this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. This course is for students tending toward sciences or mathematics or simply wishing to maximize their options for college majors. (MA 53-54: AB-Calculus is the usual sequel.)

Honors Pre-Calculus MA 47-48: (two semesters) Two-thirds of the year is devoted to elementary functions, analysis, limit theory via sequences, finite series, mathematical induction, polar coordinates and curves, parametric equations for curves and vectors. The last third considers the calculus of polynomial functions. (MA 57-58: BC-Calculus is the usual sequel.)

AB-Calculus MA 53-54: (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and physical situations. (MA 45-46 or MA 47-48 is a prerequisite; Advanced Placement Exam is administered in mid-May.)

BC-Calculus MA 57-58: (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam administered in mid-May.)

Advanced Topics in Mathematics MA 61-62: (MINOR course; two semesters) This course is for students who have completed BC-Calculus as juniors. Topics will include an introduction to Linear Algebra and some area of Discrete Mathematics. In this way the student will have a broader mathematical background and will be better prepared to read mathematics in college. A project is likely to be involved.

Introduction to Computers CS 20: (FALL or SPRING; half-credit) This course examines computers as a tool for the mind: It is an extension of the mind that allows humans to be more productive and ever more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, the course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on microcomputers, with focus on word processors, spreadsheets, data bases, and graphics. The underlying philosophy is that exposure to computer applications is a more universal need than is programming skill at this time. (Grades 10, 11, or 12; enrollment limited to 12 each semester.)

HISTORY and SOCIAL STUDIES DEPARTMENT

Ancient History HS 11-12: (two semesters) This introductory course concentrates upon the study of the rise and fall of nations and civilizations — the early civilizations of the Near East, Ancient Greece, and Ancient Rome. (Normally 9th grade)

Modern European History HS 21-22: (two semesters) This survey course emphasizes the political, economic, and social development of Western Europe from the Age of Absolutism to the present. Stress is placed upon the origins and consequences of industrialization, the rise of the middle class, and the evolution of totalitarianism. (Normally 10th graders and new juniors)

United States History HS 31-32: (Advanced Placement; two semesters) This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American History. (Prerequisite: two semesters of history; 11th or 12th grades)

Honors United States History HS 33-34: (Advanced Placement; two semesters) This section will undertake a more intensive study of American history, and the approach should be very suitable for students interested in taking either Advanced Placement or Achievement tests at the end of the years. The syllabus will emphasize readings from several authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional and social history of the United States. (Departmental approval is required; 11th or 12th grades)

Post-War America HS 37: (FALL; half-credit) "From Yalta to Megatrends" — This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the '80's under President Reagan and conclude by speculating about the future. (HS 31-32 or HS 33-34 is a prerequisite; especially suitable for American History Achievement Test preparation as a senior; offered in alternate years with HS 37; not offered in 1988-89.)

HS 39: Feminine Perspective in American History (FALL; half-credit) this course will chart the influences and contributions of individual women and their involvement in social movements that helped to form American history and thought. Highlighted in the course will be issues and conflicts that involved women during historical movements such as abolition, women's suffrage, and labor. (HS 31-32 or HS 33-34 is a prerequisite; offered in alternate years with HS 37; *offered* in 1988-89.)

Chinese History HS 41: (FALL; half-credit) The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world. (Normally in 11th or 12th grades)

Japanese Studies HS 42: (SPRING; half-credit) This course will consist of a study of Japan, its unique culture, people, and history. (Normally in 11th or 12th grades)

African History HS 44: (SPRING; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (11th or 12th grades; offered in alternate years with HS 48; *offered* in 1989-90.)

Russian Studies HS 45-46: (two semesters) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period — history and literature — from Peter the Great to the present. (11th or 12th grades)

Middle Eastern History HS 48: (SPRING; half-credit) This course will emphasize the history and geography of the Modern Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (11th or 12th grades; offered in alternate years with HS 44; not offered in 1989-90.)

Macroeconomics HS 51: (FALL; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment, and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The lives, thoughts, and theories of the world's great economists are investigated as well, giving each student a solid background in understanding not only capitalism, but also other economic systems. (11th of 12th grades)

Microeconomics HS 52: (SPRING; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from a theoretical as well as practical standpoint. The lives and works of economists are investigated, with special emphasis placed on the works of recent Nobel prize winning economists. (11th or 12th grades)

Sociology HS 61: (FALL; half-credit) This course explores the science of human interaction by first investigating several topics in sociology, including cultural sociology, group behavior, social institutions, and social problems. (12th grade only)

Psychology HS 64: (SPRING; half-credit) This investigation into the sciences of human interaction will analyze, among other things, normal growth and development, major personality theories, the unconscious, and self-discovery. (12th grade only)

FOREIGN LANGUAGE DEPARTMENT

First Year French FR 11-12: (each half offered both semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. All course work is conducted in French, and the Language Lab is utilized.

Second Year French FR 21-22: (each half offered both semesters) This course reviews and extends the goals of First Year French. All course work is conducted in French, and the Language Lab is utilized.

Third Year French FR 31-32: (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to French literature and history. All course work is conducted in French. Completion of this course prepares the student for the French Achievement Test (optional).

Fourth Year French FR 41-42: (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization, and readings from current publications. All course work is conducted in French. Completion of this course prepares the student for the French Language Advanced Placement Exam (optional) in May.

Fifth Year French FR 51-52: (Advanced Placement; each half offered both semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year German GR 11-12: (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are considered. All course work is conducted in German, and the Language Lab is utilized.

Second Year German GR 21-22: (two semesters) Work in grammar is continued in this course, with emphasis on writing and vocabulary. Some stories and a brief detective novel are read. All course work is conducted in German and the Language Lab is utilized.

Third Year German GR 31-32: (two semesters) Work in communication skills is continued in this course. The student is introduced to German civilization, history, and literature. Films and outside speakers are part of the course. All course work is conducted in German. Completion of this course prepares the student for the German Achievement Test (optional).

Fourth Year German GR 41-42: (Advanced Placement; two semesters) The development of a solid command of German through weekly papers and oral presentations is the goal of this course. The works of Brecht, Durenmatt, Kafka and poetry are read and discussed. All course work is conducted in German. Completion of this course prepares the student for the German Language Advanced Placement Exam (optional) in May.

Fifth Year German GR 51-52: (Advanced Placement; two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year Latin LT 11-12: (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place.

Second Year Latin LT 21-22: (two semesters) The study of basic grammar and translation continues in this course. Students read *The Argonauts* and selections from Julius Caesar. An introduction to mythology is part of the course.

Third Year Latin LT 31-32: (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and a variety of other authors are studied. Also included is an introduction to Latin verse. Completion of this course prepares the student for the Latin Achievement Test (optional).

Fourth Year Latin LT 41-42: (Advanced Placement; two semesters) This course continues to emphasize grammar and vocabulary review. A selection of readings from Virgil, Catullus, Horace, Plautus, and other authors are studied and discussed. Preparation for the Latin Advanced Placement Exam (optional) in May is possible for that student who is willing to complete independent study in conjunction with this course.

Fifth Year Latin LT 51-52: (Advanced Placement; two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year Spanish SP 11-12: (each half offered both semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic civilization and readings. All course work is conducted in Spanish, and the Language Lab is utilized.

Second Year Spanish SP 21-22: (each half offered both semesters) This course reviews and extends the goals of First Year Spanish. All course work is conducted in Spanish, and the Language Lab is utilized.

Third Year Spanish SP 31-32: (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. All course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Achievement Test (optional).

Fourth Year Spanish SP 41-42: (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing. Readings and discussion of the works of Garcia Lorca and 20th century Spanish-American writers form the core. All course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Language Advanced Placement Exam (optional) in May.

Fifth Year Spanish SP 51-52: (Advanced Placement; each half offered both semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

SCIENCE DEPARTMENT

NINTH GRADE PROGRAM

Science I Program (two semesters; required of all 9th-graders) The program consists of three or four options in each of two groupings — Group A

derives from biologically oriented topics, while Group B lists topics from the physical sciences — all of which represent good science and should prove useful as an introduction to the study of laboratory sciences at the secondary level. Each freshman must study one course from each of the two groupings.

Descriptions of the semester-length options follow:

SCIENCE I PROGRAM — GROUP A

Designs for Life (one semester) This course is a "hands-on" exploration of the patterns of matter and energy within a living system. Much of the theoretical material will be covered by creating models that illustrate the concepts. The laboratories will deal with the characteristics of organic molecules and simple living systems.

The Human Body at Work (one semester) Perhaps you have read the label on the box of your favorite cereal and wondered just what the effect of all the ingredients listed is on you. Through this study you should have a better understanding of your body and how it functions on a day-to-day basis. This might be called, more formally, an introductory course in human anatomy and physiology.

The Pond on Campus (one semester) Sharing our campus is a host of creatures. Some are composed of a single cell only, while others are complex miracles such as yourself. Through on-site observations, measurements, and experimentation you will come to understand the physical and biological nature of one of the ponds located a short distance from your classrooms. This introduction to environmental studies should help you understand your relationship to your surroundings.

SCIENCE I PROGRAM — GROUP B

Chemistry and Your Environment (one semester) Many are concerned about acid rain or the chemicals added to our swimming pools. We've watched actors on TV pouring substances into test tubes to "prove" that one detergent is better or that your stomach will feel relieved. In this study you will get your hands on the test tubes, balances, and other equipment in the chemistry laboratory, and you will discover how chemistry and chemicals are used and abused.

Electricity — One Form of Energy (one semester) This is an age of electronic amazement in which we are surrounded by electrical devices which help, inform, entertain, and bedevil us; and it is apt to be ever more so in the future. Electricity may be the best known and least understood form of energy. We shall attempt to unravel some of the mystery: what it is, how it is produced and distributed, how it is and might be used, and what some of the difficult surrounding issues are.

Fundamentals of Scientific Investigation (one semester) Now, this sounds like a stuffy title for a course. However, if you feel a little insecure in basic learning techniques — such as how to study, how to read and take notes effectively, how to handle data and to draw conclusions from that data — then you will find this course a real help to the further study of sciences here and in college. All Science I courses will include some emphasis on these skills, but this course is designed to pay special attention to these techniques, and to give a boost to your math skills at the same time. You will be learning something about matter in solid, liquid, and gaseous states in this highly lab-oriented course.

UPPER CLASS PROGRAM

Biology SC 21-22: (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models. (10th, 11th, or 12th grades)

Accelerated Biology SC 23-24: (two semesters) An introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. An advanced level text is used in this course. (Prerequisite: one year of chemistry; also recommended: physics; 10th, 11th, or 12th grades)

Ecology SC 27: (SPRING; half-credit) This study is a second year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in

the laboratory. (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

Marine Science SC 28: (FALL; half-credit) This study is a second year physical science course considering the basic principles of geology, chemistry, physics, and biology as they related to the oceans. (Prerequisite: one year of biology, and a year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

Ornithology SC 29: (FALL; half-credit) Basic principles learned in biology will be applied to a group of animals seen every day, creating understanding of how organisms solve the problem of finding enough energy to survive and pass on genes. Classification systems and their tools will be studied in connection with the common birds of New England. Anatomy and physiology labs will complement field work. Incidentally the student will become acquainted with the fast-growing, lifelong sport of "birding". (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

Chemistry SC 31-32: (two semesters) A general introduction to chemical theory and laboratory procedures, meeting six periods per week. (10th, 11th, or 12th grades)

Accelerated Chemistry SC 33-34: (two semesters) An introductory course for students with strong aptitudes and a strong interest in science. Using an advanced level text and meeting seven periods a week, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (10th, 11th, or 12th grades)

Advanced Chemistry SC 37-38: (Advanced Placement; two semesters; MINOR course) A general review followed by projects or topics chosen by the students and the instructor. This course is especially useful to those students planning to take the Chemistry Achievement Test in either December or June. (11th or 12th grades, with permission of the department)

Physics SC 41-42: (two semesters) Designed for the student who is less certain of his or her interest in and need for the study of physics. The course will be less exploratory than the PSSC course and will afford the student more opportunity to practice his or her basic mathematics skills in repetitive problem solving. A student who succeeds in this course should be able to handle the CEEB Achievement Test in physics as well as succeed in a college physics course, even the GDA Advanced Physics course. (Recommended generally for 12th grade)

Accelerated Physics SC 43-44: (two semesters) An introductory course, based on the PSSC curriculum, for students who aspire to the more selective colleges and plan to study science, mathematics, engineering or other courses heavily dependent on a physics background. Students in this course should have strong mathematics skills. (Recommended generally for 11th grade, and recommended that the minor course in Advanced Physics be taken as a follow-up in 12th grade)

Advanced Physics SC 47-48: (Advanced Placement; two semesters; MINOR course) A review and continuation of PSSC Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity, and quantum mechanics; in short, modern physics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (12th grade normally, with permission of the department)

Electricity 1 SC 51: (FALL or SPRING; half-credit) A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (grades 10, 11, or 12)

Electricity 2 SC 54: (SPRING; half-credit) A programmed, independent-study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators. (11th or 12th grades)

Great Ideas in Science SC 62: (SPRING; half-credit) The concepts of modern science will be considered from an historical approach. Important ac-

complishments will be drawn from all natural sciences; critical experiments and observations will be emphasized. Science will be presented as an approach to understanding the world rather than as a series of independent disciplines. (Prerequisite: a year each of biological and physical science; 11th or 12th grades)

Science Honors Research Program SC 81-82: (two semesters) This "extra credit" program applies to any science course except Science I. A research project — including readings, laboratory work, a paper, and a defense — can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation, "Honors". This provides the student with the opportunity to DO some science.

Independent Study in Science SC 91-92: (MINOR course; two semesters) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e. *prior* to June 1, 1989.

FINE ARTS DEPARTMENT

Introduction to the Fine Arts FA 11-12: (MINOR course; two semesters) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, cultural history, music, theatre and movement, and visual arts/drawing. Taught by all members of the Fine Arts Department and others, the course provides exposure for the student to the faculty, too. (Required of all 9th-graders)

VISUAL ARTS

Art History VA 21: (FALL; half-credit) Lecture-slide presentations of significant works, major themes, and important artists and schools in the history of art; emphasis is placed on understanding a work of art in relation to its cultural context; readings from a standard text on the subject; and occasional papers and reports.

Ceramics VA 31: (FALL or SPRING; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. One-hour classes meet four times per week. (Limited to one section per semester)

Photography VA 41: (FALL or SPRING; half-credit) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. One-hour classes meet four times per week. There is a lab fee of $35 and students typically spend another $75 to $100 for personal photographic supplies. (Enrollment is normally filled by 11th- and 12th-graders; limited to one section each semester; seats reserved in equal numbers for all three upper classes.)

Introductory Studio Art VA 51: (FALL or SPRING; half-credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on three-dimensional drawing, basic color theory, design and graphic techniques, and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting, silk screen, and clay. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. (Cost of supplies is approximately $60; limited to one section per semester)

Intermediate Studio Art VA 53: (SPRING; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis during the first quarter will be placed on drawing and painting, while the second quarter will focus on graphics and sculpture, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week; supplies purchased as needed; work required for exhibit. (Prerequisite: VA 51 and the instructor's

permission or, for the serious experienced student, a portfolio for audition)

Advanced Studio Art VA 57-58: (Advanced Placement; two semesters) This course is for the student with a serious commitment to the arts and who is interested in fulfilling Advanced Placement requirements. Along with their studio work students will be required to do readings from artists', essays and other related readings, with occasional papers required. Considerable independent work is expected along with in-class assignments. Students will devise their independent program, conceive and carry out the projects. The first semester will be devoted to working with the human form with a life model; emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester shall consist of student projects in two different media, meeting with departmental approval. Two hours of supervised work and three hours of independent work per week. (Permission of the department and VA 53 are normal prerequisites)

Independent Study in Visual Arts VA 91-92: (MINOR course; two semesters) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior* to June 1, 1989.

PERFORMING ARTS

Electronic Music Composition PA 21: (FALL or SPRING; half-credit) This course is designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, digital sequencer, and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 31: Music History (FALL; half-credit) [The course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form, and the sociological influences on music. Some background in music theory is helpful but not necessary. This is a course for the adventurous listener as well as the musician.]

Music Theory PA 41-42: (two semesters) Introduction of the student to the basic elements of music through performance, composition, and improvization stressing contemporary, classical, jazz, and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory, and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

Advanced Improvisational Music PA 43-44: (MINOR course; two semesters) A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum for it is ideally suited for a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

Advanced Vocal Technique PA 47-48: (MINOR course; two semesters) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets, the classical repertoire, to Broadway and jazz standards. (Audition required.)

Performance — Dance PA 51-52: (MINOR course; two semesters and **Performance — Instrumental PA 53-54:** (MINOR course; two semesters) and **Performance — Voice PA 55-56:** (MINOR course; two semesters) If private lessons are accompanied by four practice sessions per week and by graded participation in one of the Academy's performing groups, a half-credit is earned and recognized in the academic program.

Private Lessons: Individual weekly lessons on most instruments, voice, and dance are available at approximately $120 per quarter. Most orchestral instruments, piano, and organ are possibilities. Lessons may be studied without being involved in the Performance courses for credit.

Theatre PA 61: (FALL or SPRING; half-credit) The focus of this course is performance: reading prose

and poetry aloud, building a character, developing a scene or short play with other actors. We will study the principles of mime, movement, voice, language, the vocabulary of the stage, sets, audience/performer relationship, even basic directing. Class time will be spent on exercise in these areas, on rehearsal and on performance. The goals of *Theatre* are twofold: 1) the development of self-confidence and ability in the student; and 2) the development of awareness of and sensitivity to the art of the drama. (Limited to one section each semester.)

Survey of Musical Theatre PA 64: (SPRING; half-credit) At least ten musicals will be studied in depth in an attempt to understand the changes which have occured since the Gilbert and Sullivan operettas of the 1890's. Listening and research skills will be valuable as the student makes his way through the maze of Broadway and off-Broadway shows, some that have had a direct bearing on the American way of life, coming to an understanding of the concept known as musical theatre.

Independent Study in Performing Arts PA 91-92: (MINOR course; two semesters) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior* to June 1, 1989.

RELIGION DEPARTMENT

Introduction to World Religions RL 23: (FALL or SPRING; half-credit) There are over 3,000 religious denominations and sects in America alone. Is religion a consumer choice, like choosing between McDonalds and Burger King? The purpose of this course is to go beyond mere opinion and taste to explore a more fundamental choice: to be human. Relying on classical texts, the course will examine the rigorous practices of various faiths used for the development of the full spiritual and intellectual capacities of the person. Beginning with a survey of mythologies, course readings will include Plato's *Symposium* and selected readings from Buddhist, Jewish and Christian Scripture.

Modern Trends in Spirituality RL 25: (FALL or SPRING; half-credit) The unprecedented pressures of Modern Times — the knowledge explosion, violence on a vast scale, competing ideologies — have spawned a resurgence in spiritual yearnings which are not satisfied by organized religion. Not since the fourteenth century have we witnessed such an explosion in once esoteric subjects as mysticism and contemplative lifestyles. This course will address the problem of ideology as a substitute religion, and examine certain texts which seek to recapture traditional spiritual practices and apply them to contemporary settings. Writings from the holocaust, Vietnam, and the Twelve Steps of Alcoholics Anonymous will be included.

This course examines the process of ethical decision-making. Skills in discernment, dialogue and reflection will be utilized in exploring the nature of moral development, discourse and the ethical issues of our time. Members of the faculty will assist in considering case studies drawn from various fields of inquiry and debate.

Ethics and Moral Theology RL 41: (FALL or SPRING; half-credit) Relying on both classical and contemporary texts, this course will be divided into two phases: 1) the main ethical currents of the West, from Aristotle to Neibhur, examining the problems of good and evil, pain and suffering, guilt and forgiveness, and the difference between a teleological ethic and an ethic of response, and 2) practical questions of personal development, such as — How do I develop an ethical lifestyle in a post-modern world, activist vs. contemplative alternatives? What personal and intellectual resources can I turn to? How can I develop my conscience? What are my limitations and potentials as a person? How can I deepen and strengthen my relationships — with the natural world and with my fellow creatures?

Independent Study in Religion RL 91-92: (two semesters; MINOR course) It requires planning with and written consent of a Religion Department instructor at the time of registration; i.e. *prior to* June 1, 1989.

SPEECH

Speech SK 41: (FALL or SPRING; half-credit) This

course is designed to train students to think and to express themselves coherently and forcefully in front of an audience. Group critiques are part of the sessions. The course is held twice per week for one semester. Placement in semesters is done randomly, although students may signify their preference at registration time. (Required of **ALL** seniors.)

Extra Help and Tutoring

Extra Help — The Governor Dummer faculty goes out of its way to provide short-term extra help to any student. Here it is "uncool" and unwise not to avail oneself of this extra resource. In fact, faculty may insist upon ninth- and tenth-graders — even new eleventh-graders — meeting with them for clarification and suggestions, and they stand ready and willing to assist eleventh- and twelfth-graders who take the initiative to seek their guidance. Conference periods, mutually-free periods, as well as evenings are all good times to help oneself master a sticky subject or to catch up after an absence.

Tutoring — The GDA Chapter of the Cum Laude Society manages a student-to-student tutoring service in which strong, older students make themselves available to help other students. This can sometimes supplement extra-help sessions with the teacher.

Good private tutors are few, sometimes non-existent in some subjects, but the Academy can sometimes arrange for one on a contractual basis. What tutors are available must be reserved for those in greatest need. The Academy will not sanction the use of a private tutor unless the teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, the student must maintain extra contact with the teacher.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, no matter what his current capabilities. Particular information will be broadcast in early October. Of course, these skills are taught in all parts of the formal curriculum by our own faculty and advisors who have been trained to support the efforts of this outside agency.

Remedial Work — The Academy does not have the specially-trained staff and facilities to provide remedial or developmental work as that term is usually understood.

Professional Testing and Tutoring Specialists — Occasionally the faculty will find reason to recommend to a family that a specialized educational evaluation be carried out. This extra documentation is required whenever a waiver of a normal graduation requirement is being considered. When the findings suggest retaining a specially-trained tutor to support the student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

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Boston, MA

John Nye '82
New York, NY

Alison Miller '82
Brookline, MA

Daniel Emerson '50
Lynnfield, MA

FACULTY EMERITI

Thomas McClary Mercer, 1930-1969
Instructor in English Emeritus

A. Macdonald Murphy, 1931-1974
Instructor in English Emeritus

Howard Julius Navins, 1936-1977
Instructor in Latin and Speech Emeritus

Arthur Woodbury Sager, 1930-1969
Instructor in Speech Emeritus

Benjamin Johnson Stone, 1932-1975
Dean of Faculty Emeritus

John James Witherspoon, 1947-1980
Instructor in History, Administration Emeritus

FACULTY 1989-90

Peter Wilkinson Bragdon
Headmaster
Harvard College 1959, B.A.;
Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983

David Michael Williams
Department Chairman, History
Franklin and Marshall College 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951

Douglas Lee Miller '46
Science; Physics, Speech
Amherst College 1950, A.B.
Appointed September, 1954

William Hartley Sperry
History
Gettysburg College 1950, A.B.;
Duke University 1953, M.A.
Appointed September, 1954

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Director of Athletics, Biology
Kenyon College 1956, A.B.
Appointed September, 1957

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Mathematics
Amherst College 1964, A.B.;
Bowdoin College 1971, M.A.
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Department Chairman, Languages; French; Director of Humanities Program
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas.
Appointed September, 1967

Michael A. Moonves
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Trinity College 1966, B.A.
Appointed September, 1969

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Director of Annual Giving and Alumni Affairs
Juniata College 1963, A.B.;
Rutgers University 1966, M.A.
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Spanish
Trinity College 1967, B.A.;
New York University 1972, M.A.
Appointed September, 1971

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Holy Cross College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972

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Hollins College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972

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Boston University 1976, M.A.
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Colgate University 1972, B.A.;
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Head Nurse
St. Joseph Infirmary School of Nursing 1983,
B.S.N.
Appointed September, 1979

Albert T. Finn, Jr.
English
Dartmouth College 1975, A.B.;
University of London, 1974;
University of Michigan 1977, M.A.
Appointed September, 1979

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Princeton University 1953, B.A.;
Harvard University 1956, M.A.T.;
Trinity College 1965, M.A.
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Boston University 1964, B.S.
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Gettysburg College 1969, B.A.;
University of New Hampshire 1980, M.Ed.
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University of New Hampshire 1980, B.S.
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University of Colorado 1959, B.A.;
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Appointed September, 1987

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Gene Haley
English Teacher
E.D. Harvard 1966, B.A.; Harvard University 1970, M.A., Harvard University 1970, Ph.D.
Appointed January, 1988

Kelley Eaton
Physical Education, Athletic Trainer
University of New Hampshire 1988, B.S.
Appointed September, 1987

Brian Lenane
Director of Studies
Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Appointed September, 1989

Susan Lenane
Mathematics
Franklin and Marshall College 1977, B.A.
Appointed September, 1989

Paul M. Sullivan
Mathematics
University of Notre Dame 1973, B.B.A.;
Northern Arizona University 1981, M.A.
Appointed September, 1989

David J. Van Ness
Mathematics
Trenton State College 1969; B.A.
Trenton State College 1970; M.A.
Appointed September, 1989

SPECIAL FACULTY

Fontaine Dollas
Dance

Joanna Grugeon
English Tutor

SPECIAL STAFF

Linda S. Corbett
Director of Publications
Development Office

Robert Corthell
Driver's Education

Jane Caroll
Capital Campaign Regional Director

David M. Grant
Machine Shop

Elizabeth Berry Larsen
Capital Campaign Regional Director

Josephine Moonves Henley
Capital Campaign Regional Director

Elizabeth Paszko
Mathematics Tutor

Nancy Perkins
Typing

Barbara Prussman
Assistant Head Nurse

Mary Suggs
Advisor, Minority Student Union

Isaiah Suggs, Jr. '78
Advisor, Minority Student Union

David Weigel
Director of Food Service

STAFF

Sandra M. Keyes
Registrar

Irene P. Freeman
Administrative Assistant to the Headmaster and to the Assistant Headmaster

Christine L. Goodwin
Secretary, Main Office

Joanna Hallisey
Assistant to the Librarian

H. Lester Kirkpatrick
Buildings and Grounds Superintendent

Elaine Krol
Assistant Bookkeeper

Patricia LeBuff
Assistant to the Bookstore Manager

Deborah McCarthy
Part-time Receptionist

Charlene F. Patten
Secretary to the Business Manager

Elizabeth C. Perkins
Secretary, Library

Joan C. Ryan
Secretary, Admissions Office

Luceille Roaf
Bookstore Manager

Robin Winsor
Bookkeeper

Pam Newcombe
Secretary, Athletic Department

Susan T. Savage
Secretary, College Office

Cathy R. Soucy
Receptionist

Patricia Thomas
Secretary, Admissions Office
Part-time Receptionist

Susan True
Part-time Receptionist

Judith McKinney
Secretary/Office Manager
Development Office

Patricia Brigham
Secretary, Development Office

THE ALLIES

Governor Dummer is fortunate in having the Allies — an organization of parents, past and present faculty, and friends of the Academy — to help serve its needs and goals. The support of the Allies is reflected in myriad ways: if the Drama Club needs a new pin-spotlight or the English Department wants to bring a special Shakespeare company to campus, the Allies provide funds; if a new club needs help getting off the ground, the Allies find ways of ensuring its start; homemade birthday cakes provided by the Allies mark each student's special day. Most important, members of the Allies serve as a vital link between parents and the school.

Members of the Allies for 1989-90 are:

Gerry Mack, President
Deedie Kriebel, Vice President
Gingie Tuthill, Treasurer
Eileen Smith, Secretary
Andrea Kalil, Corresponding Secretary
Deedie Kriebel, Library Fund
Dottie Bragdon, Landscaping
Suzanne Burgess, Golf Tournament

Volunteers:

Sue Ambrosi	Pattie Byrne
Peg DiNanno	Sue Heersink
Marcia Hindle	Robin Lyons
Anne White	

Endowed Scholarship Funds

Governor Dummer Academy's scholarships are made possible by annual gifts from alumni and friends, operating funds and by income from the following endowed funds established throughout the years:

The George I. Alden Scholarship
Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni

The Alumni Scholarship Fund

Francis R. Appleton Fund
Established in 1909 by Francis R. Appleton

James Barriskill Fund
Established in 1960 in memory of the former master at Governor Dummer Academy (1949-1960)

David Knowles Chilton Memorial Scholarship Fund
Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son and to be awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

Edmund Coffin Coleman Fund

The Corning Fund
Established in 1989 by Nathan E. Corning to provide financial assistance to the children of staff of Governor Dummer Academy

Cummings Scholarship Fund
Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings '48

Richard Little Dodge Fund

Edward W. Eames Scholarship Fund
Established in 1975 in tribute to the Headmaster who led the Academy for 29 years

Eastman Fund
Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews, Roger Kimball Eastman, Jr., and Charles Bond Warner Eastman

The Vida F. Ellison Scholarship
Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

Christian A. Johnson Endeavor Foundation Scholarship Fund
Established in 1982 to enable a worthy student to attend an independent school

G. Heberton Evans III Memorial Scholarship Fund
Established in 1985 in memory of the teacher, coach and dorm master of 34 years

Richard Hawkes Francis Scholarship Fund

William Pinkham Gove Scholarship Fund
Established in 1926 by his wife and son

Dean Channing Hale Scholarship Fund

Janet C. Higgins Memorial Scholarship Fund

Henry Hornblower Fund
Established in 1987 by trustee Nathan N. Withington '58 in honor of Boston businessman Henry Hornblower

Ingham Scholarship Fund
Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son, Dr. Charles C. Ingham, became the 22nd Headmaster of Governor Dummer Academy

E. Randall Jackson Memorial Fund
Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

George Laite Scholarship Fund

Robert Lambert Memorial Scholarship Fund
Established in 1978 by his parents, Mr. and Mrs. Frank H. Lambert

David Macomber Scholarship Fund
Established in 1978 in his memory by his family and the class of 1957

Montrone Family Scholarship Fund
Established in 1988 by Mr. and Mrs. Paul Montrone P'82'87 to benefit a deserving student from the New Hampshire seacoast area

The Howard J. Navins Scholarship Fund
Established in 1988 by a former student in honor of this teacher, coach and master of 41 years to recognize courage and high personal standards

Edward Parish Noyes Fund
Established in 1915 in memory of the former student (class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

Reader's Digest Endowed Scholarship Fund
Established in 1981 by the *Reader's Digest* in honor of DeWitt Wallace, its founder

Revere Scholarship Charitable Trust
Established in 1982 by Howard Zucker '57 for deserving students from Revere

1763 Scholarship Fund
Established in 1946 by the Alumni Association

The Arthur W. Sager Scholarship Fund
Established in 1987 by his friend C. Thomas Tenney, Class of '39, to benefit deserving students from the state of Maine

Ellsworth H. Sherin Memorial Scholarship Fund
Established in 1985 by his children and employees

Grace S. Tisdale Memorial Scholarship Fund
Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

Richard Tucker Fund

Asa Wilson Waters Fund
Established in 1930 by her bequest, in honor of her son and grandson

Timothy Rogers Whittemore Fund
Established in 1963 in his memory, by his sophomore classmates

John Young Scholarship Fund
Established in 1943 by Dr. John Young

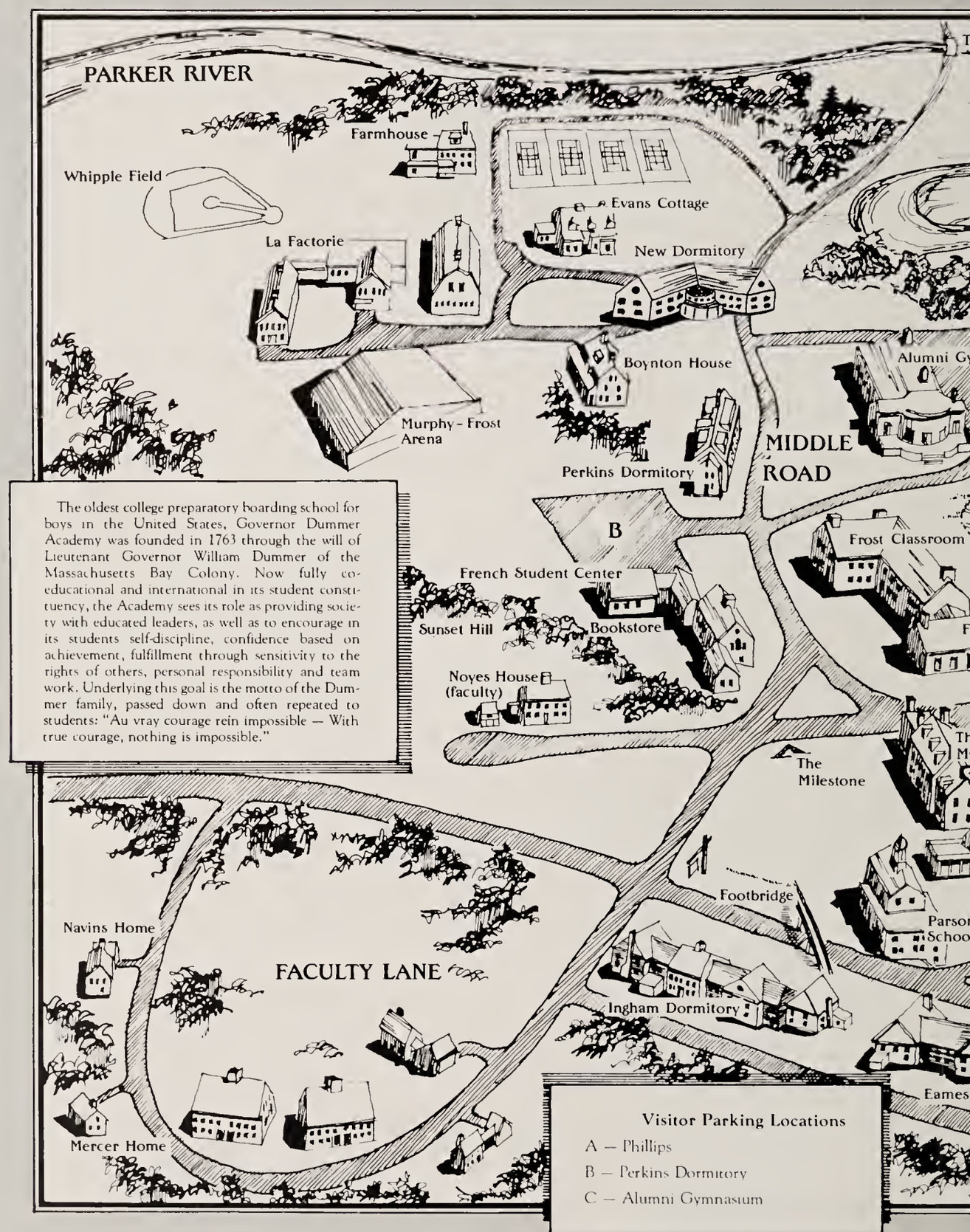
CALENDAR FOR SCHOOL YEAR 1989-90

Opening Days	Monday and Tuesday, September 11 and 12, 1989
Leadership Weekend	Friday p.m. through Sunday p.m., September 15-17
Alumni Fall Games	Sunday afternoon, October 15
P.S.A.T. Testing (a.m.)	Saturday, October 21 (All Sophomores. All Juniors for National Merit qualification)
Senior Parents' Dinner	Thursday evening, October 19
Parents' Weekend	Friday and Saturday, October 20 and 21
School Holiday*	Monday, October 23 (Boarders return by 7:00 p.m.)
C.E.E.B. Testing (a.m.)	Saturday, November 4 (S.A.T. for Seniors)
Thanksgiving Recess**	Tuesday, November 21 at 3:00 p.m. through Monday, November 27 at 9:00 p.m.
C.E.E.B. Testing (a.m.)	Saturday, December 2 (Achievements for most Seniors and S.A.T. for Juniors)
Christmas Vacation**	Thursday, December 14 at 3:00 p.m. through Tuesday, January 2, 1990 at 9:00 p.m.
Alumni Winter Games	Sunday afternoon, January 7
Semester Exams	Monday through Thursday, January 22-25
Semester Break**	Thursday, January 25 at 3:30 p.m. through Sunday, January 28 at 9:00 p.m.
School Holiday	Monday, February 19 (Boarders return by 7:00 p.m.)
Spring Vacation**	Wednesday, March 7 at 1:00 p.m. through Monday, March 26 at 9:00 p.m.
College Day (a.m.)	Saturday, April 21 (for all Juniors and their Parents)
C.E.E.B. Testing (a.m.)	Saturday, May 5 (S.A.T. for most Juniors)
Advanced Placement Exams	Monday through Friday, May 7-11 and 14-18
School Holiday	Monday, May 28 (Boarders return by 7:00 p.m.)
C.E.E.B. Testing (a.m.)	Saturday, June 2 (Achievements for all Juniors and a few Sophomores)
Alumni Spring Games	Saturday afternoon, June 2
Semester Exams	Monday through Thursday, June 4-7
227th Commencement	Beginning Thursday noon, June 7 and ending before noon on Friday, June 8
Reunion Weekend	Friday through Sunday, June 15-17

* — Seniors are expected to make use of the Monday holiday, October 23, following Parents' Weekend for college visits and interviews which they may be unable to schedule during other school vacation time.

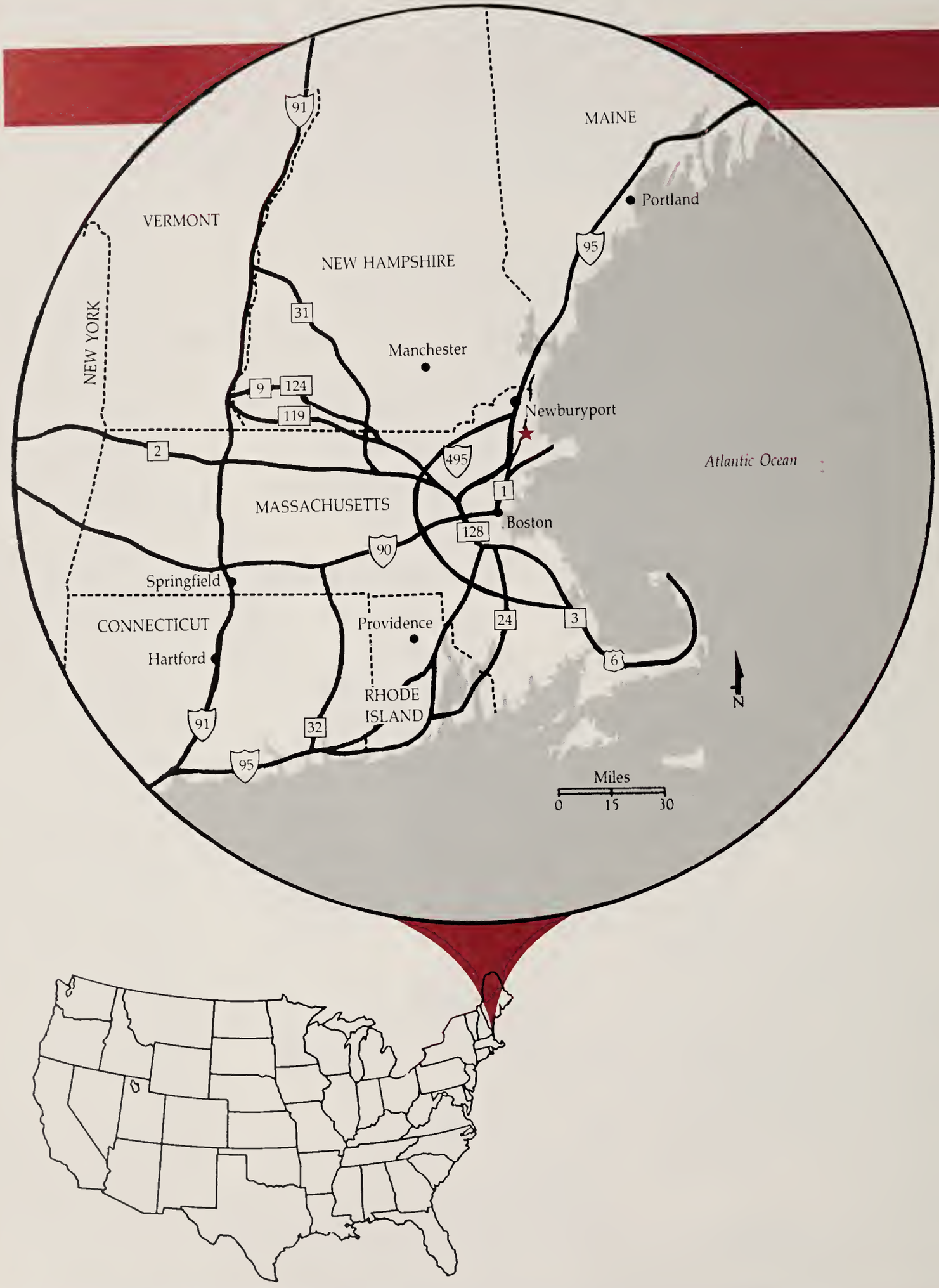
** — **PLEASE NOTE:** Unless there is a REAL EMERGENCY, special exemptions **WILL NOT BE MADE** for students to leave school early or to return late at vacation time. Students may depart only after their own last school appointment. Airplane/train reservations should not be booked for earlier than two hours after the announced vacation starting times. At the beginning and end of vacations, the Academy does arrange for bus transportation to and from Boston, on a contractual basis, convenient to as many as possible.

Dates for so-called "Closed Nights" will be announced in September.



The oldest college preparatory boarding school for boys in the United States, Governor Dummer Academy was founded in 1763 through the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. Now fully co-educational and international in its student constituency, the Academy sees its role as providing society with educated leaders, as well as to encourage in its students self-discipline, confidence based on achievement, fulfillment through sensitivity to the rights of others, personal responsibility and team work. Underlying this goal is the motto of the Dummer family, passed down and often repeated to students: "Au vray courage rein impossible — With true courage, nothing is impossible."

Plan of
Governor Dummer Academy
IN
BYFIELD, MASSACHUSETTS
Established 1763
vs Bridge
Morgan Tower
Morgan Cottage
Huggins Track & Field
um
Byfield Bowl
Ocean 4 Miles
Morse Field
Navins Field
Little Red School House
Moody House
Kaiser Visual Arts Center
ibrary
Thompson Performing Arts Center
Phillips
A
Admissions Office
House
Moseley Chapel
Commons
Schumann Science Center
Peirce Hall
Noyes Library
Duncan Health Center
Mason Cottage
itory
ELM STREET
NEWBURYPORT TURNPIKE (US. Rt. 1)
Ould Newbury Golf Course
Flashing Light
To BOSTON
Illustration by Jack Tremblay


MAINE
Portland
VERMONT
NEW HAMPSHIRE
NEW YORK
Manchester
Newburyport
Atlantic Ocean
MASSACHUSETTS
Boston
Springfield
CONNECTICUT
Providence
Hartford
RHODE ISLAND
91
95
31
9
124
119
2
495
1
128
90
24
3
6
32
N
Miles
0
15
30

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile and by air.

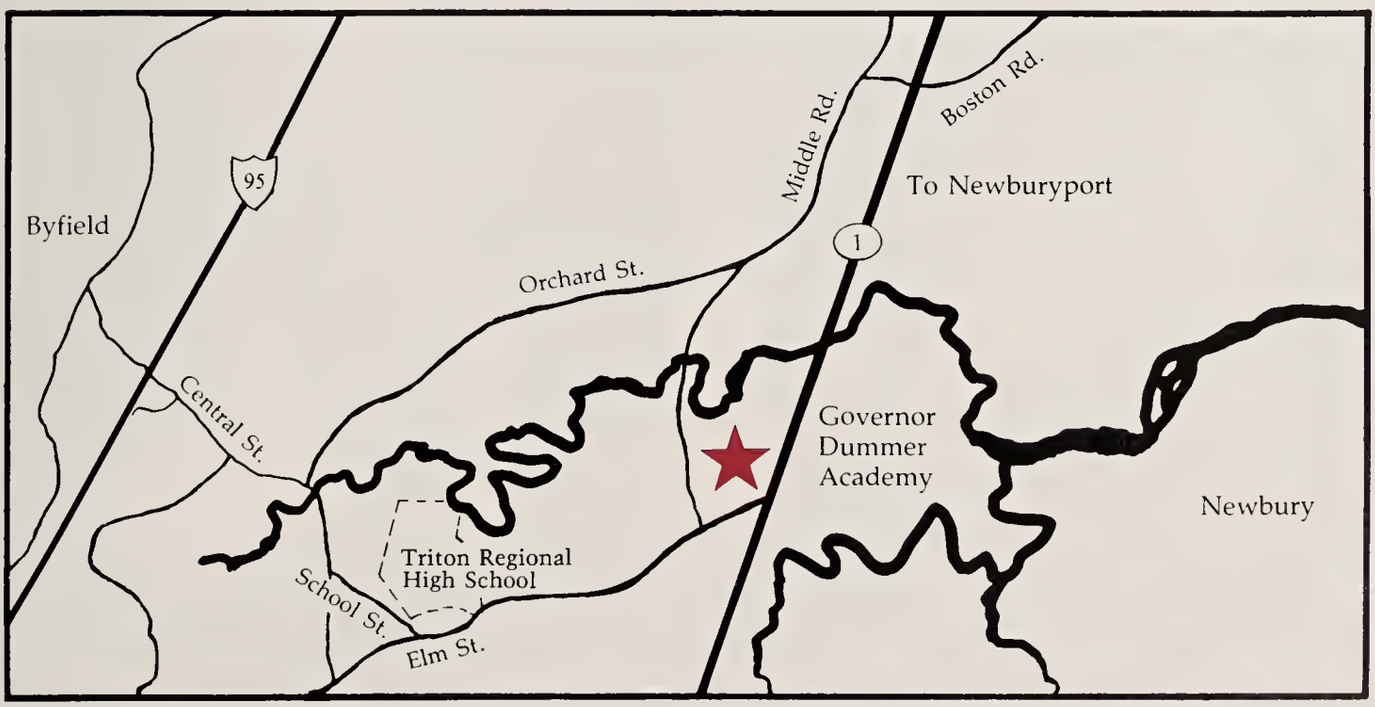
BY CAR: FROM THE SOUTH, take U.S. Route 1 north (35 miles from Boston) three miles beyond the intersection of Route 1 and state Route 133. The sign for Governor Dummer is on the left, at the flashing yellow light. Turn left here onto Elm Street, go under the footbridge, and turn right into the school at the GDA sign.

FROM THE SOUTH (alternate route), take Interstate 95 to the "Central Street/ Byfield" exit. Bear right off the ramp onto a winding country road that after approximately 1.5 miles brings you to a stop sign. Turn left, travel another mile, then turn left into the school at the Governor Dummer sign.

FROM THE NORTH, take U.S. Route 1 — 4 miles south of the rotary in Newburyport to the flashing yellow light. The GDA sign will be on your right; turn right onto Elm Street, go under the footbridge, and turn right into the school at the GDA sign.

BY PLANE: Logan International Airport serves all commercial airlines and is just 33 miles south of Byfield. Private planes may most conveniently land at the Beverly, Lawrence or Plum Island airports.

OTHER MEANS: Buses between Boston and Portland, Maine stop in Newburyport. The closest train stop is Ipswich, from which point cabs are available.



Governor Dummer Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.

GOVERNOR DUMMER ACADEMY
BYFIELD, MA 01922
508-465-1763